# SCHOOL LIFE

*Official Journal of the . . .*

OFFICE OF EDUCATION

*In this issue*

Vocational Education Act of 1963

Manpower Development and Training Act

National Defense Education Act

MARCH-APRIL 1964

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*Most of this issue and the next are devoted to summaries of the several legislative acts on behalf of education passed so far by the 88th Congress—the acts referred to by Commissioner Keppel opposite.*


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# A NEW SEASON

THE EIGHTY-EIGHTH CONGRESS has passed measures for education that are probably more significant than those passed by any other Congress in this century. Not only has it added another year to the National Defense Education Act, to the Manpower Training and Development Act, and to the laws that provide assistance to schools in federally affected areas, but it has established four new programs of Federal aid—for higher education, for vocational education, for the education of handicapped children, and for public libraries.

These new programs usher in a new season for education in the United States, a season of growth and promise. On hundreds of campuses new buildings will begin to rise, to house laboratories, classrooms, and libraries for hundreds of thousands of college students. Throughout the country, in high schools and colleges alike, new and expanded vocational education programs will soon be underway, bringing job training for Americans into harmony with the industrial, economic, and social realities of our day. More teachers specially trained to


U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE • ANTHONY J. CELEBREZZE, *Secretary*

OFFICE OF EDUCATION . . . FRANCIS KEPPEL, *Commissioner*

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help the handicapped overcome their problems will bring new hope to millions of handicapped and retarded children and in city after city there will be new public libraries and more library services—all in recognition of the fact that for every man and woman in our society education is a lifelong process.

For these four new programs alone, the funds now authorized add up to a massive total, close to $3½ billion. But the real worth of these acts of Congress will be determined eventually by what Americans do with the money the Congress appropriates. It will be determined by the improvements these acts bring about in our schools, colleges, and public libraries—and, through them, in the lives of our people and in the economic and social health of our Nation.

But we would woefully deceive ourselves if we regarded these measures, however well we administer them, as more than steps along a difficult road. They are by no means curealls for every ill in American education. But as hopeful solutions to some of our educational problems, they should encourage us to move on to the rest of the unfinished business of improving our schools.

—FRANCIS KEPPEL
*U.S. Commissioner of Education*

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# The Vocational Education Act of 1963

THE VOCATIONAL EDUCATION ACT of 1963 was passed because of the accumulating evidence that the old Federal program of assistance to vocational education—the one begun by the Smith-Hughes Act in 1917 and augmented and supplemented over the years by other acts of Congress—was not broad enough, or flexible enough, or rich enough to meet the needs of today, much less the needs of tomorrow.

## BACKGROUND

What did the old program lack? A panel of consultants named by the Secretary of Health, Education, and Welfare at the request of President Kennedy in 1961, which spent months collecting and studying the evidence of the Nation's needs in vocational education and the shortcomings of the existing program, faced facts like these:

★ The demand for workers in the service industries is expected to rise rapidly in the 1960's, but the old vocational education acts—George-Barden and Smith-Hughes—have given the States little in the way of either funds or encouragement to train such workers. For example, of all the States which in 1961–62 were using Federal funds to help support vocational courses in high schools—

**Only 12 were offering training for drycleaners**
**Only nine, for office-machine repairmen**
**Only six, for appliance repairmen**
**Only six, for workers in the heating and ventilating business**
**Only four, for dental technicians**
**Only three, for automobile upholsterers**
**Only three, for hospital aides**
**Only two, for nurses' aides**
**And only one was offering training for business-machine repairmen.**

★ Because most vocational education is expensive to provide, many schools have been unable to offer any vocational courses at all. For example, a survey in 1962 of 3,733 public high schools in 6 States—Alabama, Georgia, Iowa, Nebraska, Ohio, and Pennsylvania—showed that only 5 percent were offering federally reimbursed courses in distributive vocations and only 9 percent in trade and industrial vocations, but 47 percent in homemaking and 45 percent in agriculture. The smaller the community, the less likely it was, generally, to offer its children opportunities to prepare themselves for work in the trades, in industry, or in the distributive occupations; yet many of the children in small communities will eventually want to enter such work and will in all probability move to a city to find it. The percentages of high schools in the survey that were offering federally supported training in each of four categories were as follows, by size of community:

| | Population under 2,500 | 2,500 to 30,000 | Over 30,000 |
|---|---|---|---|
| | *Percent* | *Percent* | *Percent* |
| Trades and industry | 2 | 14 | 31 |
| Homemaking | 42 | 56 | 39 |
| Agriculture | 49 | 50 | 16 |
| Distributive occupations | 0 | 5 | 27 |

★ Even the largest cities, which probably have the greatest need for vocational education, have not been able to make this kind of education available to all who need it. Of the 637,923 boys and girls who in 1961–62 were enrolled in grades 10–12 in the 14 largest cities (Baltimore, Boston, Buffalo, Chicago, Cleveland, Detroit, Houston, Los Angeles, Milwaukee, New York, Philadelphia, Pittsburgh, St. Louis, and Washington) only 115,575 were in federally reimbursed vocational courses. Not even 1 in 5 was being prepared to enter the labor market, despite the incontrovertible evidence that such preparation means a great deal to the high school graduate: a 1959 survey of recent high school graduates in 13 northeastern States found that unemployment among the graduates who had been prepared for trade and industrial work was only 5 percent compared with 15 percent among other high school graduates.

★ Business organizations are continuing their trend toward bigness and complexity, and all types of enterprises are keeping more and more records; yet neither of the two basic vocational education acts—Smith-Hughes and George-Barden—provides any training for officeworkers.

★ From 700,000 to 800,000 young people between the ages of 16 and 21 are completely at loose ends; they are neither in school nor at work. Some of them have no fixed address; they live in the streets. They contribute nothing to the economy either as taxpayers or consumers. They do not have the money it takes just to stay in school. But no agency has had the means for working out substantial arrangements by which it could give financial assistance to members of this group.

★ Each year of the 1960's will bring a larger number of young people than ever before to the end of their 18th year—the age of going to work, the age of going to college. In 1965 as many as 3.8 million will reach this age—50 percent more than in 1960. Of every 10 of these, only 2 will finish 4 years of college; the others, both those who graduate from high school and those who drop out before they graduate, are the ones who will have particular need for some form of vocational education.

All of these young people face a world that is fast losing patience with ignorance and lack of skill and has fewer and fewer jobs to give to the unskilled. Between 1960 and 1970, the Department of Labor estimates, 26 million young people without baccalaureate degrees will enter the labor force; all of them, as the years pass, will need additional training and retraining to develop their skills and keep them up to date. But to give such training to this one group alone would probably take nearly as much money as is now being expended under all of the old programs together. The $57 million in Federal funds expended under Smith-Hughes and George-Barden in 1963, for instance, if spent entirely on the 26 million young persons now coming into the labor force, would not amount to even $2.50 for each of them—a figure which points up the complete inadequacy of the funds under the old programs for meeting the needs of the future.

★ Workers who are now middle-aged and older will need to update their skills from time to time as technological developments alter their jobs. By 1970 more than 33 million men and women 45 years old and older will be in the labor force—5.5 million more than in 1960. The old vocational programs have not had either the funds or the facilities or the instructional staff to take on this monumental responsibility.

★ One of the fastest growing segments of the labor force is the one composed of technicians and semiprofessional workers—those who will require 1 to 3 years of postsecondary education. But the funds available under the old programs cannot be stretched to train all the technicians and other highly skilled workers the economy needs.

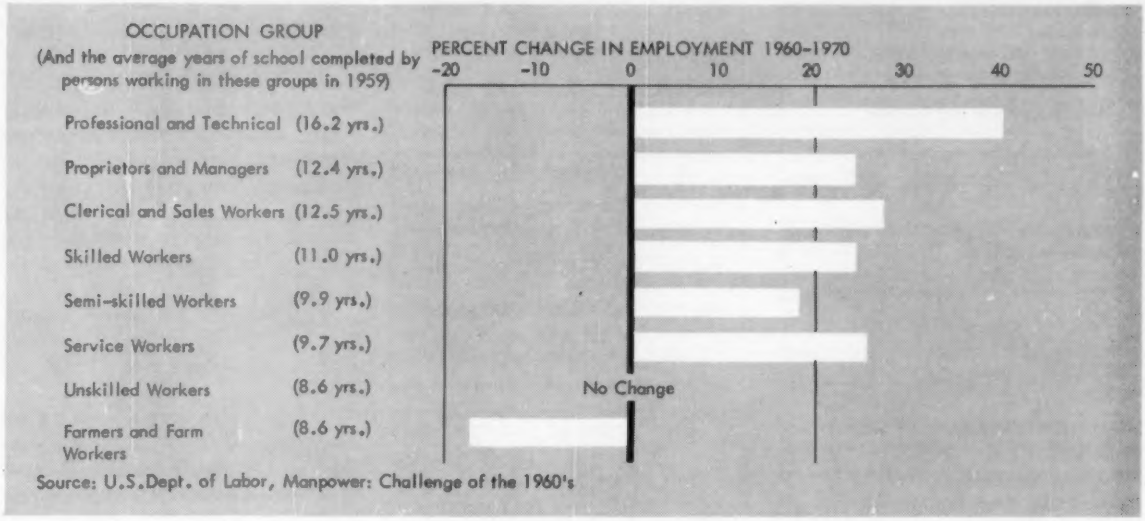
★ Vocational education programs, like all other educational programs, should emphasize quality; time and money should be spent on a search for more effective and more efficient ways of helping people acquire occupational skills. But the acts that established the old vocational programs, though they called for research, did not give it specific financial encouragement.

## THE ACT

EACH OF THESE PROBLEMS, as well as others equally disturbing, is attacked directly in the Vocational Education Act of 1963. The act is comprehensive: it shuts out no group, no occupation, except those generally considered professional or as requiring a baccalaureate or higher degree. It is concerned about workers of all ages at all levels for all fields; about persons in sparsely settled areas as well as the urban; about delinquent young people as well as the most industrious; about the employed as well as the unemployed and the underemployed.

And in its provisions for making vocational training and retraining accessible to all persons, the act is not only idealistic but realistic; it requires each State and each community to plan its vocational education programs with an eye always on the changes taking place in the economy and the world of work. The Vocational Education Act of 1963 cannot become obsolete: the machinery for keeping it flexible and

**The biggest increases in employment during this decade are taking place in the occupations that require the most education and training.**



Source: U.S.Dept. of Labor, Manpower: Challenge of the 1960's

up to date is built into it.

The act is also concerned with quality of education—with wise choices by the students, with the training of teachers, with the supply of materials and equipment, with research on problems and a search for solutions—and among its provisions are several that should help bring excellence into all programs of vocational education.

The new act does not terminate any of the vocational education programs already in existence. But it does affect them. By the amendments it makes in the earlier acts, it meshes the new program with the old programs, so that all become coordinate parts of a whole.

Unlike the earlier acts, the new act is concerned more with groups of people and their particular educational needs than with the categories of vocations they will prepare for. In fact it mentions occupational categories only twice: once in the definition of "vocational education," to point out that education for business and office occupations is indeed included; and later, in sections amending the George-Barden and Smith-Hughes Acts, to specify the changes that will be made under each of the categories there. The Congress has left to each State the matter of deciding what occupations the schools will educate for.

In writing the act the Congress has scrupulously respected the rights of the States to control their educational systems. Its only purpose has been to assist the States in strengthening, improving, and expanding their existing programs of vocational education; in developing new ones; and in providing part-time employment for young persons who need to earn money if they are to continue their vocational education on a full-time basis.

The Vocational Education Act of 1963 gives authority for two different appropriations. First it authorizes a permanent program (in addition to the permanent programs authorized in the Smith-Hughes and George-Barden Acts); second it authorizes funds for two 4-year programs.* The amounts of these authorizations are in the box below.

When this was written, in late March, no appropriations had yet been made under these authorizations (authorizations are merely permission to appropriate; it takes appropriations to make money available).

## The Permanent Program

### Vocational education—what the act means by it

Vocational education is broadly defined in the act. It includes any vocational training or retraining (along with incidental field and laboratory work) which is—

**—given in schools or classes under public supervision and control, or under contract with a State board of vocational education or a local education agency, and**

**—conducted as part of a program to fit persons for gainful employment. This program may be any one of those programs which under earlier vocational education acts is eligible for Federal assistance. And the term "gainful employment" is not limited to any level in any field; it means employment as**

*The act does not use the terms "permanent program" and "4-year programs" to distinguish between the purposes of the two sets of authorizations. But these terms seem to us convenient and descriptive, and we use them throughout this exposition. We use the term "permanent program" to identify the purposes for which authorizations are made in sec. 2 of the act; the term "4-year programs" to identify the programs described in secs. 13 and 14 for which funds are authorized in sec. 15.

**PERMANENT AUTHORIZATION**

| | | |
|---|---|---|
| Vocational education for persons in 4 categories<br>Construction of "area facilities"<br>Ancillary services and facilities<br>Research and training programs | 1963–64 | $60.0 million |
| | 1964–65 | $118.5 million |
| | 1965–66 | $177.5 million |
| | 1966–67 and each fiscal year thereafter | $225.0 million |

**FOUR-YEAR AUTHORIZATION**

| | | |
|---|---|---|
| Work-study programs for vocational education students<br>Residential vocational education schools | 1964–65 | $30 million |
| | 1965–66 | $50 million |
| | 1966–67 | $35 million |
| | 1967–68 | $35 million |

either a semiskilled or a skilled worker, or as a technician, in a recognized occupation. But the term cannot be stretched to include education for a profession. It does not include any educational program designed to fit persons for employment in occupations which the U.S. Commissioner of Education determines are generally considered professional or as requiring a baccalaureate or higher degree: which ones these are, the Commissioner will announce in the regulations. The term does, however, include the following:

**Vocational guidance and counseling given in connection with vocational training.**

**Instruction that in itself is not vocational education but is related to the occupation for which the student is being prepared or is necessary for him to have if he is to benefit from vocational training. (Although specific regulations to interpret the various provisions are not yet available, it is probably safe to say that this part of the act means instruction in such subjects as physical science, mechanical drawing, and mathematics; it probably also means some instruction in the basic skills. In any case the courses will have to be an integral part of the vocational education curriculum and not separate from or unrelated to it.)**

**The training of persons engaged as vocational education teachers, teacher-trainers, supervisors, and directors of such training—and of persons preparing to become vocational education teachers, etc.**

**Travel of students and of persons engaged in vocational education.**

**The acquisition, maintenance, and repair of instructional supplies, teaching aids, and equipment.**

The term "vocational education" may not be interpreted to mean the construction of buildings, initial equipment of buildings, or the acquiring or renting of land. (Although these are excluded from the definition of vocational education, they are not entirely excluded from the act. See the paragraph on area vocational educational schools.)

### The four categories of eligible persons

The four categories of persons named as eligible to receive vocational education in programs established under the permanent authorization are these:

1. Persons attending high school.
2. Persons who have completed or left high school but are free to study full time in preparing for a job.
3. Persons who have already entered the labor market but need training or retraining, either to hold their jobs or to get ahead, but not persons already receiving training allowances under the Manpower Development and Training Act of 1962, the Area Redevelopment Act, or the Trade Expansion Act of 1962.
4. Persons who have handicaps—academic, socioeconomic, or other—that prevent them from succeeding in the regular vocational education program.

### Construction of area schools

The idea of vocational education programs designed to serve an *area* of a State rather than a single community found expression 6 years ago, in the National Defense Education Act. The purpose then was to train highly skilled technicians for fields necessary for the national defense; but the Vocational Education Act of 1963 specifies area schools with a larger purpose—to provide vocational education in the broad sense in which the act defines it.

What the new act does is to provide funds for the *construction* of area schools—something that NDEA did not do.

In defining an area school, the act describes four types. If the school is type A, B, or C, the act says, it must, to be supported with Federal funds, be "used exclusively or principally to give vocational education to persons available for full-time study in preparing to enter the labor market." If it is type C or D, it must admit as regular students both persons who have completed high school and persons who have dropped out of high school. All area schools, no matter what their type, must be available to all residents of the State or of an area of the State designated by the State board of vocational education. The four types are these:

**A. A specialized high school.**

**B. A department of a high school providing education in no less than five different occupational fields.**

**C. A technical or vocational school.**

**D. A department or division of a junior college or community college or university which provides vocational education in no less than five different occupational fields, under the supervision of the State board, leading to immediate employment but not leading to a baccalaureate degree.**

In authorizing Federal funds for construction of area school facilities, the act means that the funds can be used to construct new buildings; to expand, remodel, and alter old buildings; to grade and improve sites; and to pay architect's fees. The term "school facilities" is defined to mean not only classrooms and "related fa-

cilities" but also the initial equipment and the interests in land on which the facilities are constructed. It does not include, however, any facility intended primarily for events to which the public will be charged admission.

### Ancillary services and activities

The act contains a number of provisions to encourage constant improvement of vocational education programs. One of the most significant is the provision that States may use part of their allotments under the permanent program for "ancillary services and activities." To explain what it means by the phrase, the act lists a number of examples:

**Training and supervision of teachers.**
**Supervision and evaluation of programs.**
**Experimental and demonstration programs.**
**Development of instructional materials.**
**Improvement of State administration, supervision, and leadership.**

### Distribution of funds within each State

The act does not leave it entirely to each State to decide how much of its allotment under the permanent program it will use for each of the three parts of the program—for vocational education, for construction of area schools, and for ancillary services and activities. The act requires the State to use certain percentages for the purposes indicated below though any State wishing to use smaller percentages may apply to the U. S. Commissioner of Education for permission to do so. He, if he determines that a smaller percentage will be adequate in that State, will permit the State to use it. The percentages specified in the act are these:

★ At least 33⅓ percent up through fiscal year 1968 and at least 25 percent thereafter for one or both of these purposes:

**(1) Vocational education for the second of the four categories of eligible persons—that is, for persons who have either graduated from high school or dropped out before graduation and are free to study full time in preparing for a job. (Emphasis on this group helps to assure that wider opportunities will be provided at the post-high-school level for persons who need special training and development of skills at that level, particularly in preparation for highly skilled and technical occupations.)**

**(2) Construction of area schools.**

★ At least 3 percent for ancillary services and activities to improve the quality of vocational education programs.

### Research and training

Each year 10 percent of the funds appropriated for the permanent program will be reserved for the U.S. Commissioner of Education to use in making grants for research and training programs and for experimental, developmental, or pilot programs designed to meet the special vocational education needs of young persons. These programs will give particular attention to the needs of young persons living in economically depressed communities and having academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education programs.

The Federal funds reserved for this purpose will be used for grants to pay part of the costs of the programs. The grants will be made to institutions and agencies, which will develop the programs:

Colleges and universities.

Other public or nonprofit agencies and institutions.

State boards of vocational education.

Local education agencies (with the approval of the State board).

The phrase "training program" is a broad one, and the Congress apparently expects it to be given a broad interpretation. Senator Morse, in discussing the conference report on the bill, said that the Senate conferees had agreed to drop the word "leadership" from the phrase, with the understanding that the word "training" could be broadly construed to include "all types of program operations training, including management, administrative, or State leadership training." He also said that it was the Senate conferees' view that the Commissioner of Education would be permitted under this provision to make grants also for short-term institutes at which prominent vocational educators from several States could meet to exchange information and to interpret research findings.

## Four-Year Programs

In addition to the permanent program, the act provides for two experimental 4-year programs that will be new ways of trying to keep young people in school long enough to make them ready to enter the labor force. One will give young people a chance to work at part-time jobs and yet attend school full time; the other will provide both a home and a school for young people who for one reason or another cannot benefit from regular vocational education programs.

Funds for these programs have been authorized for only 4 fiscal years—from 1965 through 1968.

### Work-study programs

Under a work-study program the young person who needs financial help in order to stay in school will be able to get that help: he will be given part-time employment either by the local educational agency or by some other public agency or institution. The student must meet certain requirements:

**He must have been accepted for enrollment as a full-time student in a vocational education program that meets standards set up by the State and the local school district under the act. Or, if he is already enrolled, he must have a record of good standing and full-time attendance.**

**He must need the earnings in order to stay in school.**

**He must be at least 15 years old and no more than 20 at the time he enters the work-study program.**

**He must be considered capable of maintaining good standing in his vocational education program while he is employed.**

Certain limits have also been set on the work, the pay, and other circumstances:

**The work may not take more than 15 hours of the student's time in any week his classes are in session.**

**His pay may not exceed $45 in any month or $350 in any academic year or—if the student lives so far from the school that he cannot commute from his home—$60 and $500, respectively.**

**The work-study program must be administered by the local educational agency.**

**To the extent that funds are available, the program must be made reasonably available to all qualified young persons in the area served by the local educational agency.**

Each agency that administers a work-study program under this act will be required to keep up its previous expenditures for employment of its students. From sources other than the payments it receives from Federal funds, it must expend each year at least as much as it expended, on the average, for similar work-study programs in each of the 3 fiscal years preceding the year in which its work-study program under this act was approved. It does not matter whether the expenditures in those 3 years were for employment that would be eligible for assistance under the new act.

### Residential schools

The act also calls for the establishment of residential schools, which will be experimental in nature. These will provide vocational education, room, board, and other necessities for certain young persons who at the time of enrollment are at least 15 years old and not over 20. The students, for the most part, will come from crowded slums and home environments that make it virtually impossible for them to obtain an education.

All the costs of these schools, not only of constructing, equipping, and maintaining them but of supporting the students in residence, may be met by grants from the Federal Government. But the schools will be built and administered by those agencies, institutions, and organizations to which the grants are made. The U.S. Commissioner of Education is authorized to make grants to State boards of vocational education, to colleges and universities, and, with the approval of the State board, to public educational agencies, organizations, and institutions. The Commissioner will give special consideration to the needs of large urban areas that have substantial numbers of students out of school and out of work, but he will also aim at an equitable geographical distribution of the schools.

The Commissioner will also determine how much of the funds appropriated for the two 4-year programs will be used for the residential schools. Senator Morse, speaking on the floor of the Senate on December 13, 1963, when the Senate resumed consideration of the House-Senate conference report on the bill, said that the conferees estimated that not more than five of these schools could be built with the funds provided. For each school, he said, they estimated "about $1 million planning money, $5 million for construction, and $2 million for operation."

The fact that these schools are residential, Mr. Morse said, does not mean that they will be prevented from taking in day students.

### The labor market is slow to buy the services of the unskilled

**In June 1962 about 1,850,000 boys and girls graduated from high school. Four months later, in October, half of these were enrolled in college and 8 percent were in technical, secretarial, and other special schools. But what of the rest?**

**Of those not in college and in the labor force—that is, working or looking for work—14 percent were unemployed. And of those at work in nonfarm jobs, 10 percent were working only part-time.**

**But things were worse for young people of the same age group who had dropped out of school before graduating from high school:**

**Nearly 29 percent of this group—17- to 24-year-olds—were unemployed in October 1962.**

**And things will get worse for the dropout in the years ahead, the Labor Department says. Occupations requiring little skill or little education will continue to decline, and the person without at least a high school diploma will have increasing difficulty in finding a job.—The data above are from the U.S. Department of Labor, *Monthly Labor Review*, July 1963.**

## Allotments to the States

Funds appropriated for the permanent program and those appropriated for the two 4-year programs will be allotted to States on different bases.

### The permanent program

Each year 90 percent of the funds appropriated for the permanent program (the other 10 percent is reserved for research and training grants to agencies and institutions) will be allotted among the States on the basis of a computation that takes into account two circumstances in each State: (1) the number of persons in each of the age groups eligible for vocational education and (2) the per capita income.

Per capita income will be taken into consideration by way of an "allotment ratio," which will be obtained for each State by using the following formula:

$$1.00-\left(.50\times\frac{\text{per cap. income for the State}}{\text{per cap. income for all States}}\right)$$

The figures that will be used for per capita income will be the averages for the three most recent consecutive fiscal years on which the Department of Commerce has satisfactory data. They will exclude Puerto Rico, Guam, American Samoa, and the Virgin Islands, all of which have been assigned an allotment ratio of .60. No State will have less than .40 or more than .60. The ratios for this fiscal year will soon be announced by the U.S. Commissioner of Education; for each subsequent year they will be announced between July 1 and September 30 of the preceding year.

The amount of money allotted to each State each year will be the sum of four subamounts, each of which will be computed by a process that combines the allotment ratio with population data (the reader should bear in mind that "appropriated funds" here means 90 percent of those funds):

(1) An amount which bears the same ratio to *50 percent* of the appropriated funds as the product of the State's allotment ratio and its preceding year's population of *15- to 19-year-olds* bears to the sum of the corresponding products for all the States.

(2) An amount which bears the same ratio to *20 percent* of the appropriated funds as the product of the State's allotment ratio and its preceding year's population of *20- to 24-year-olds* bears to the sum of the corresponding products for all the States.

(3) An amount which bears the same ratio to *15 percent* of the appropriated funds as the product of the State's allotment ratio and its preceding year's population of *25- to 65-year-olds* bears to the sum of the corresponding products for all the States.

(4) An amount which bears the same ratio to *5 percent* of the appropriated funds as the sum of the amounts allotted under the three preceding paragraphs bears to the sum of the amounts allotted to all of the States under those paragraphs.

**Jobs are changing: workers, too, must change**

**The decade just past, 1953 to 1962, saw a decline of nearly 1 million in the number of jobs held by workers whose median educational attainment was less than 9 years of schooling. But other jobs increased; and the ones that increased the fastest were the ones in which workers had the highest educational attainment:**

| Median educational attainment | Number (in thousands) employed | | Percent change |
|---|---|---|---|
| | 1953 | 1962 | |
| Less than 9 years | 11,730 | 10,766 | −8.2 |
| 9 to 12 years | 26,434 | 27,180 | +2.8 |
| 12 to 16 years | 18,166 | 21,861 | +20.3 |
| 16 years and over | 5,448 | 8,040 | +47.6 |

Source: U.S. Department of Labor, *Manpower Report of the President*, March 1963.

No State will have an allotment of less than $10,000. If for any State these four amounts add up to less than $10,000, the allotments to other States will be proportionately reduced to make up the difference.

If the Commissioner finds that a State will not need or be able to use all of its allotment in carrying out its plan for the year, he can, from time to time during the year, reallot the excess funds to other States in proportion to their original allotments. He will, however, reduce the funds reallotted to any State if they raise that State's total above what it needs and can use under its plan for the year. And he will reallot the funds he obtains from such reductions to States that do need the funds.

### The 4-year programs

Of the two types of 4-year programs, only the work-study programs will be supported under allotments to the States. The residential schools will be supported by grants to State boards, colleges, etc.

Since the work-study programs are limited to persons who, at the time they enter the program, are no less that 15 years old and no more than 20, each State's allotment will be based on the size of its population in this age group. That is to say, the U.S. Commissioner of Education each year will allot to each State an amount which is in the same ratio to the Federal funds available that year for work-study programs as the State's preceding year's population of 15- to 20-year-olds was to the entire population in that age group in all the States.

The act authorizes no appropriation specifically for work-study programs. Instead, it makes the U.S. Commissioner of Education responsible for determining what portion of the appropriation for residential schools and work-study programs will be used for work-study programs.

If in any of the 4 fiscal years specified for work-study programs, the Commissioner finds that a particular State has a larger allotment than it needs for carrying out its plan for these programs, he may from time to time make the extra amount available for reallotment to other States, in the same proportion as they received their original allotments.

Any amount a State receives under a reallotment becomes part of its allotment for the year.

## Payments to States

### The permanent program

The Commissioner will make payments to the States in advance on the basis of estimates, and will make them in installments from time to time so that the States will have the money in reasonable time for meeting their expenditures.

Payments will be made to the States under these conditions:

★ In fiscal year 1964 a State must spend as much in State and local funds for programs approved under Federal acts for vocational education as it did in fiscal year 1963. In other words, States are required to make at least the same effort this year as they made last, but they are not required to match the Federal funds dollar for dollar. There is one exception, however: States using Federal funds for constructing area vocational schools may not use Federal funds to pay more than half the cost of each area school project (this holds true in all years, not only in fiscal year 1964).

★ Beginning in fiscal year 1965 each State must match, in State or local funds, the Federal funds it has allocated in its plan for each of the purposes set forth under the act. What is more, each State must use a certain percentage of its total allotment either for construction of area vocational schools or for vocational education for persons who have graduated from high school or dropped out before graduation and are available

for full-time study in preparing for a job—or for *both* of these purposes (see the paragraph on distribution of funds under the permanent program). This requirement applies to all fiscal years, including 1964.

### Work-study programs

For the first 2 years in which the work-study programs under the act are in effect—fiscal years 1965 and 1966—the Federal payments to each State will take care of all that the State spends under its approved plan for compensating students employed in work-study programs. In addition, the payments will contribute something toward the State's expenditures for developing and administering its plan—either 1 percent of the State's allotment for work-study programs or $10,000, whichever is greater.

For fiscal years 1967 and 1968 the Federal payments will take care of 75 percent of the State's expenditures.

No State will receive more Federal money for any fiscal year than the amount allotted to it for that year.

Like the payments under the permanent program, the payments for work-study programs will be made in advance, on the basis of estimates, and in installments.

## State Plans

To be eligible for participation in the programs provided for in the act, each State must submit a plan—a *plan* for participating in the permanent program and a *supplementary plan* for participating in the work-study program. The plans must be submitted, through the State board of vocational education, to the U.S. Commissioner of Education.

### For the permanent program

The plan for the permanent program must do these things:

(1) Designate the State board as the sole administrator of the plan or as the supervisor of the administration of the plan by local educational agencies. If, however, this board includes no members who are familiar with the vocational education needs of labor and management in the State and no members who are representatives of junior colleges, technical institutes, or other institutions of higher education which offer vocational education courses, the plan must designate a State advisory council which does include members with these qualifications.

(2) Set forth the policies and procedures the State will follow in allocating its allotment among the various uses specified under the permanent program and in allocating Federal funds to local educational agencies. These policies and procedures will insure that local vocational education programs will be evaluated periodically and the results considered in the light of manpower needs and job opportunities; they will also insure that Federal funds will be used to supplement, not supplant, State and local funds.

(3) Set minimum qualifications for teachers, teacher trainers, supervisors, and others responsible under the plan.

(4) Provide for cooperative arrangements with public employment offices in the State. The employment offices would give State and local educational agencies the information they need in counseling students and in deciding what occupations to train students for; in turn, educational agencies would give the employment offices the information they need in counseling and placing persons trained under vocational programs.

(5) Describe procedures for disbursing and accounting for funds.

(6) Obligate the State to comply, on construction projects, with labor standards under the Davis-Bacon Act.

(7) Obligate the State to make the reports the Commissioner needs in administering the act and to give him access to State records if he finds it necessary to verify the accuracy of the reports.

If the State plan meets all these conditions satisfactorily the Commissioner will approve it; if it does not, he must give the State board reasonable notice and an opportunity for a hearing before he disapproves it. Moreover, any time he finds that a State plan has been so changed that it no longer complies with the provisions of the act, or that in the way the plan is being administered there is a failure to comply with any of the requirements of the act, he will notify the State board that payments will be stopped until it does comply or that payments will be made only for programs meeting requirements. But a State board that is dissatisfied with the Commissioner's action may appeal: within 60 days after receiving his notice it may file a petition with the U.S. Court of Appeals in its circuit. The judgment of the court will be final, subject to review by the U.S. Supreme Court.

### Supplementary plan

The plan which a State submits for its work-study programs will be *supplementary* to its plan for participating in the permanent program. That is to say, the State must have *in effect* a plan for the permanent program before it submits its supplementary plan for work-study programs. The supplementary plan must—

**(1) Designate the State board as the sole agency for administering the supplementary plan, or as the sole agency for supervising the administration of the plan by local educational agencies.**

**(2) Set forth the practices and procedures to be followed by the State in approving work-study programs. These will require the State to use all of the Federal funds it receives for work-study programs to compensate the students employed under them. Only one exception is permissible: 1 percent of the State's allotment for this purpose—or $10,000 if that is greater—may be used to pay the cost of developing the State's supplementary plan and the cost of administering it after it has been approved.**

**(3) Set forth the principles for determining the priority to be given applications from local educational agencies. The principles must give preference to applications coming from communities where there are large numbers of young persons out of school and out of work.**

**(4) Set forth such procedures as may be necessary to assure that Federal funds are properly disbursed and accounted for.**

(5) Provide for making reports to the U.S. Commissioner of Education, for keeping records, and for making those records accessible to the Commissioner.

In matters pertaining to the Commissioner's approval or disapproval, and the State's right to contest his action, the supplementary plans will be subject to the same regulations as the plans for the permanent program.

## Amendments of Earlier Acts

The new act does not put an end to the former vocational education acts. The Smith-Hughes Act, which provides a permanent authorization for annual appropriations of $3 million for vocational education in agriculture, $3 million for trades and industry and home economics, and $1 million for the training of teachers in these fields, is still in effect. So is the George-Barden Act, which authorizes an annual total of $48.9 million to be divided in specified amounts among agriculture, distributive occupations, home economics, trade and industry, the fishery trades, practical nursing, and technical fields.

### An end to rigid barriers

Though the new act does not remove the rigid vocational categories established in these two acts, it does relax them. For one thing, it interprets the categories broadly. And, to all intents and purposes, it makes it possible for the States to break down the categories altogether.

The new act permits any State to take any portion of any amount allotted to it for any purpose under the Smith-Hughes and George-Barden Acts and to transfer it to one or more of its other allotments under these acts. The State may even transfer it to one of its allotments under the permanent program of the new act. All that a State needs to do to make these transfers is to request the approval of the U.S. Commissioner of Education and to show to his satisfaction that the transfer will improve the vocational program as a whole.

### Important Years for Vocational Education

#### *Acts of Congress*

**1917. Smith-Hughes Act. Provides annual grant of $7.2 million to the States: $3 million for agricultural training, $3 million for trade and industrial and home economics education, $1 million for teacher training, and the rest for Federal costs of administering the act.**

**1946. George-Barden Act. Authorizes annual appropriation of $28.5 million to be divided among the same categories as in the Smith-Hughes Act, with the addition of education for distributive occupations.**

**1956. Public Law 84–1027. Adds the fishery trades and industries to the vocational categories in the George-Barden Act. Authorizes an annual appropriation of $375,000 for vocational education in those trades and industries and in the distributive occupations.**

**1956. The Health Amendments Act of 1956. Amends the George-Barden Act by adding title II, which specifies practical nurse training for inclusion under the act. Authorizes $5 million a year. The title was originally for 5 years but in 1961 it was extended to June 30, 1965, and now has been made permanent.**

**1958. The National Defense Education Act, title VIII. Amends the George-Barden Act by adding title III. Authorizes $15 million a year to train highly skilled technicians. The title was originally for 4 years, but it was subsequently extended to June 30, 1964, and now has been made permanent.**

**1961. Area Redevelopment Act (ARA) provides for training or retraining unemployed or underemployed persons in redevelopment areas. Authorizes $4.5 million a year until 1965 for training costs.**

**1962. Manpower Development and Training Act. Authorizes a total of $951 million for a 4-year program (the act was originally for 3 years but has been extended through a fourth) of training similar to that under ARA, but broader and not limited to redevelopment areas. Both this act and ARA provide for training allowances to unemployed workers in training.**

### An end to narrow definitions

The new act not only makes possible the transfer of allotments among the various categories in the old acts but broadens some of the categories.

*Agriculture.*—Vocational education in agriculture is broadened so that it no longer is limited to preparation of persons "to enter upon the work of the farm or of the farm home." Now it includes education in any occupation involving knowledge and skills in agriculture. Under this category the schools may now prepare persons to work as managers of grain elevators, as sheep shearers, food processors, or in other occupations related to agriculture. Students no longer will be required, as they were formerly, to have supervised or directed practice on a farm.

*Home economics.*—Any amounts allotted for home economics under the Smith-Hughes and George-Barden Acts may be used to train persons for gainful employment in any occupation requiring knowledge and skills in home economics subjects; for example, for such jobs as managers of motels or of convalescent homes. But after June 30, 1965, a State must use at least 10 percent of its annual allotment for home economics under these acts for training for gainful occupations, or it must transfer the 10 percent to another allotment.

*Distributive education.*—Under the George-Barden Act, distributive education courses were conducted only in extension classes—day or evening—and part-time high school courses and were available only to adults and secondary school students who were employed at least 15 hours a week in distributive occupations. Under the new act, a State may use any of its

annual allotment for distributive education for the vocational education of any person who is over 14 years old and who is working in *or is preparing to work in* a distributive occupation. The education need not be provided in part-time or evening classes. This means that a student may take his training during regular school hours and complete it before he goes to work.

*Trade and industry.*—A State may use its annual allotment for trade and industrial education for schools and classes which conduct preemployment training for persons who are 14 years old and over and in school and which fits them for gainful employment in trade or industrial occupations. If the training is for a single-skilled or semiskilled occupation, classes may be held for less than 3 hours a day, and less than 9 months. Classes are no longer required to spend half their time in practical work on a useful or productive basis, nor are States any longer required to spend one-third of their allotment on part-time schools and classes for workers who are already employed.

### Two programs made permanent

Other amendments to the old vocational acts make practical nurse training and area vocational schools permanent programs. The practical nurse program, which is provided for in title II of the George-Barden Act, was established in 1956 by Public Law 84–911; it was authorized to last for 9 fiscal years, beginning in 1957, and would have expired June 30, 1965. The area vocational education programs, now called technical education programs, were established by the National Defense Education Act in 1958 as title III of the George-Barden Act; these would have expired on June 30, 1964.

## Labor Standards

States must require contractors and subcontractors on construction projects using funds under this act to pay their laborers and mechanics at rates not less than those being paid on similar construction jobs in the community and to meet the conditions of the Contract Work Hours Standards Act. The minimum wage rates will be those determined by the Secretary of Labor.

## National Advisory Bodies

The new act establishes a 16-member advisory committee on vocational education to advise the U.S. Commissioner of Education on general regulations, policies for the administration of the act, policies and procedures for approving State plans and research and training programs. No more than six members may be professional educators.

In 1966 the Secretary of Health, Education, and Welfare will appoint an advisory council to review the administration of the vocational education acts and make recommendations for improving them. The council, to be made up of persons who understand vocational education and the needs of labor and management, will submit its report by January 1, 1968. In the years following, the Secretary will appoint new councils at regular intervals to advise him.

# Manpower Development and Training Act
# The 1963 Amendments

THE MANPOWER Development and Training Act and the amendments to it contained in Public Law 88–214 attack the "toughest problems" in training for employment. In its report to the Committee of the Whole House on the State of the Union, the Committee on Education and Labor of the House of Representatives said that the Manpower Development and Training Act reflects, in part, the philosophy expressed by George P. Shultz, dean of the Graduate School of Business, University of Chicago, in speaking before a meeting of the Chamber of Commerce of the United States.

"A great many employers find it in their interest to provide training for their employees and we can infer that such training will help those in the median age ranges and with higher educational attainments to acquire specific skills. Many more employees will receive job training this way than through any governmental program, however grandly conceived. Yet the role of the Government program is a vital one. It should help those who fall outside the natural scope of private efforts. In so doing the Government takes on the toughest problems—but these are just the problems that would otherwise be neglected. The Government program, then, should be conceived not as massive and general, but as directed to special objectives derived from inadequate formal education and the residue of displacement left from a changing economy." [1]

Public Law 88–214, the amendments to the Manpower Development and Training Act, extends and expands MDTA in the light of recent findings on the Nation's need for manpower and the unemployed's need for training. It particularly emphasizes programs for the "hardcore" unemployed—the young out-of-school, out-of-work person and the undereducated adult. In directing its attention to these people, Public Law 88–214 is in line with the Nation's war on poverty.

The Manpower Development and Training Act (Public Law 87–415) authorizes a program for the training

[1] House Report No. 861, Amendments of Manpower Development and Training Act of 1962. U.S. House of Representatives, 88th Cong., 1st sess. 1963. p. 4.

of persons unemployed because of automation, shifts in market demands, foreign competition, and other economic changes and conditions. Under it the Secretary of Labor conducts surveys of employment opportunities in each State and selects persons needing training, pays training allowances, and places trainees in jobs through State employment security agencies. The Secretary of Health, Education, and Welfare is responsible for planning and carrying out the training programs through the State directors of vocational education. The program is administered by the Division of Vocational and Technical Education of the Office of Education. Roy W. Dugger is director of MDTA staff in the division.

## Amendments

Public Law 88–214 amends and extends MDTA as follows:

*Appropriations.*—It increases the appropriation authorized for training and skill development programs for fiscal year 1965 from $161 million to $407 million; authorizes an appropriation of $281 million for fiscal year 1966; and extends through fiscal year 1966 the $3-million appropriation authorized for each fiscal year for programs of information, evaluation, and research.

*Postponement of State matching funds.*—The original act required 50–50 matching by the States beginning with fiscal year 1965. Public Law 88–214 postpones the matching requirement until fiscal year 1966. For fiscal year 1966 the matching requirement is set at one-third and for fiscal year 1967 at one-half.

*Eligibility requirements.*—Eligibility requirements for training grants established by MDTA amended by Public Law 88–214 include these:

The previous work experience requirement of 3 years is reduced to two.

Another member of a family may now substitute for the unemployed head of a family or household, provided only one member of a household is receiving a training allowance at one time. The original act limited the allowance to the unemployed head of a family or household.

The weekly training allowance can now be raised up to $10 above the average State unemployment compensation payment.

The age of eligibility for a training allowance is lowered by Public Law 88–214 from 19 to 17. The 17-year-old, however, is not eligible unless he is a high school graduate, has been out of school a year, or his attendance in a regular academic or vocational program is no longer practicable. Not more than 25 percent of persons receiving training allowances may be under 22 (the original act set aside up to 5 percent of the funds available for trainees under 22).

A full-time trainee may now work part time up to 20 hours a week without losing any of the training allowance.

*Special programs for young people.*—The original act instructed the Secretary of Labor to provide for a special program for the "testing, counseling, and selection" of young people, 16 years of age or older, "for occupational training and further schooling." Public Law 88–214 amends this instruction to read "for the testing, counseling, selection, and *referral*" of young people 16 years of age or older for "occupational training and further schooling, who because of inadequate educational background and work preparation are unable to qualify for and obtain employment without such training and schooling." The amendment limits this special program to young people who cannot find employment because they lack adequate education and training, young people usually called the "disadvantaged."

*Training in basic education skills.*—The amendments authorize the Secretary of Labor to refer unemployed adults for training programs in basic education (reading, writing, other language arts, arithmetic) who cannot qualify for occupational training programs because of lack of education. The Secretary may provide for up to 20 additional weeks of training allowance to persons referred for basic education programs. The limit for training allowances remains at 52 weeks for other programs.

*Demonstration projects.*—In addition to extending and amending existing regulations, Public Law 88–214 amends MDTA by authorizing a program of labor mobility demonstration projects. This section of the act instructs the Secretary of Labor to develop in a limited number of geographic areas pilot projects to determine the effectiveness of making grants or loans to unemployed persons to help them to relocate in other geographic areas where they can find employment.

*Changes affecting State administration of training.*—Public Law 88–214 amends Public Law 87–415 to allow other than public agencies to provide for the education of young people referred under the MDTA program. State agencies must arrange for education and training with private institutions when these institutions can give substantially equal training at less cost to the Federal Government.

## Why the Changes?

Experience with the MDTA program pointed out to the Congress the need for three changes in the original act: Postponement of the date for State matching grants until the program has been in operation long enough for fair appraisal, broadened provisions for the special programs for young unemployed persons, and the inclusion of programs for the undereducated unemployed adult.[2]

The effectiveness of the program in fulfilling its purpose—to identify, train, and place the unemployed—requires time for demonstration. The program is only now in its second year. The failure of State legislatures to act on the matching provisions of MDTA (only four have done so) is largely a matter of insufficient time to consider the results of the pro-

[2] Op. cit., p. 2.

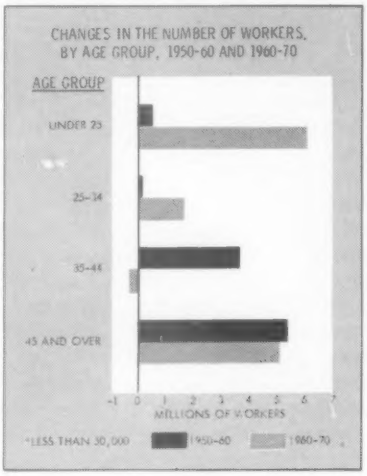
gram. This is particularly true in States with legislatures that meet biennially. In another year States will be able to evaluate the program, now well on its way toward meeting its goal of training 400,000 unemployed, and to act to match the grants.

The needs for changes to help the young are evident. The young worker is always predominant among the unemployed, according to the Department of Labor, partly because he is inexperienced, partly because he is still seeking a suitable position. But the problem of employment for the young is especially critical now. The Department of Labor estimated at the time of the congressional hearings on the amendments last year that more than 5½ million young workers will enter the labor market by the end of 1965 and that nearly a third of them will be school dropouts. The traditional jobs for beginners are rapidly disappearing with the growth of automation. The untrained young worker is doomed to unemployment and dependency. The amendments to the MDTA providing for special programs for the young aim at preventing the young from becoming permanently unemployable.

The amendments limit the program of testing, counseling, and selection of young people for training to young people who lack the educational background and work preparation necessary to obtain and hold employment. Such young people cannot succeed in a training program unless testing points out the type of program they require and to which they can adjust. The program permits maximum flexibility to meet the diversity of needs. Regular programs are, of course, open to young people who do not require special attention to succeed.

Most of these disadvantaged young people cannot attend training programs unless they receive financial assistance for clothing, food, transportation, and expenses incidental to the program. Lowering the age limit of eligibility for a training allowance will permit them to undertake training. The 17-year-old who is a school dropout and who has not been out of school a year is prohibited from receiving an allowance. The prohibition is set to encourage the dropout to return to school. The act requires local authorities to do all they can to encourage the dropout to return to school; only when all reasonable measures fail can a dropout be referred for training. Dropouts, however, are not excluded from training programs. They may attend MDTA classes without receiving allowances.

**The greatest change in the labor force in the 1960's will be the influx of young people**




**Source: U.S. Department of Labor, Manpower Research Bulletin No. 2, July 1963, revised.**

The older uneducated worker is also having trouble. Machines are making many jobs obsolete, particularly those requiring little skill (but many skilled positions, too) even faster than the original act anticipated. Many unemployed older workers cannot qualify for training because they lack basic educational skills—they cannot read or write or do simple arithmetic well enough to follow a program. One of MDTA's new provisions permits the inclusion of up to 20 weeks of additional allowances when basic skills are included in a job training program. The success of MDTA with unemployed workers having some education led the Congress to believe that a modified MDTA program could succeed with those having little or no education. Several MDTA demonstration projects, notably one at Virginia State College, have proved that the illiterate and semi-illiterate can be trained through a program combining courses in basic education skills and job training. This provision of the amendments is limited to unemployed workers who cannot benefit from training until they have acquired basic education.

Several changes have been made in the requirements for training allowances to make training more desirable to the unemployed and to keep the act in line with the philosophy of the Congress—that such allowances are for those who need it the most. Many trainees are heads of families with family responsibilities. Even the offer of a casual job tempts them away from a training program. Higher training allowances and a more liberal policy toward part-time work should help to attract trainees and to hold them until they can complete a program. Sometimes the head of a family is not able to qualify for training that another unemployed member is. The amendments liberalize the act to permit a substitution in such a case (but allow only one member of a family to receive an allowance).

The expert witnesses who appeared before the congressional committees considering the amendments to MDTA almost to a man believe that relocation programs for the unemployed have great potential value. They reported that such programs have worked well in a number of European communities. The amendments to MDTA give limited authority to the Secretary of Labor to conduct experiments in the relocation of unemployed persons through research and demonstration grants. The experience gained from these experiments should furnish guidelines for further legislative action, if necessary.

The amendments clarify the provision relating to the use of private

training institutions. The House Committee on Education and Labor, when considering the need for amendment to MDTA, concluded that the language of the original act left doubt that private institutions, no matter how excellent the programs they offered, could be used to fulfill the program. To clear up the doubt, the amendments clearly state that private institutions may be used when they can provide equivalent MDTA programs at less cost to the Federal Government than other institutions.

In its report the Committee discussed several findings not directly reflected in the amendments but which it felt required discussion to clear up misunderstanding. Among these are the use of the terms "reasonable expectation of employment" and "occupational training." The Committee warned against rigid interpretation. MDTA requires that no person be accepted for training who does not have a reasonable expectation of employment when he has completed the training program. This does not mean that a written guarantee is necessary. The act means reasonable certainty, depending on circumstances. The term "occupational training" does not exclude "academic" work from a program if academic work is a necessary part of the training. On the other hand, a program may not include

*Statistic of the Month*

## Disbursement of Federal Aid by the Office of Education, 1962–63

**IN THE FISCAL YEAR which ended June 30, 1963, the Office of Education paid out more than $643 million in Federal aid to education—most of it to colleges and universities, State departments and boards of education, and local school districts. The largest sums were paid out to assist local schools in "federally affected areas"; the next two largest, for programs under the National Defense Education Act and for programs of vocational education.**
**—*Rose Marie Walker, educational statistician, Office of Education.***

### Federal payments under financial assistance programs administered by the Office of Education, fiscal year 1963

| | *Thousands of dollars* |
|---|---|
| Total payments, all programs | 643, 648 |
| School assistance in federally affected areas | 329, 970 |
| *Maintenance and operation (P.L. 874)* | 276, 737 |
| *Construction (P.L. 815)* | 53, 233 |
| National Defense Education Act [1] | 185, 944 |
| Title II. Student loans | 91, 841 |
| Title III. Strengthening instruction in science, mathematics, and modern foreign languages | 33, 536 |
| *Grants to States for public schools* | 30, 541 |
| *Grants to States for supervisory and related services* | 2, 459 |
| *Loans to private schools* | 536 |
| Title IV. Fellowships | 19, 604 |
| Title V. Guidance, counseling, and testing | 21, 672 |
| *State programs* | 15, 124 |
| *Testing in private schools* | 31 |
| *Institutes* | 6, 517 |
| Title VI. Language development | 14, 537 |
| *Language and area centers* | 2, 161 |
| *Fellowships* | 3, 819 |
| *Research and studies* | 1, 916 |
| *Institutes* | 6, 641 |
| Title VII. More effective use of media of communication | 3, 233 |
| *Research and experimentation* | 1, 455 |
| *Dissemination of information* | 1, 778 |
| Title VIII. See George-Barden Act. | |
| Title X. Improvement of statistical services of State educational agencies | 1, 521 |
| Vocational education | 86, 732 |
| Smith-Hughes Act | 7, 144 |
| *Agriculture* | 3, 016 |
| *Trades and industry and home economics* | 3, 025 |
| *Teacher training* | 1, 103 |
| George-Barden Act | 47, 671 |
| Title I | 29, 330 |
| *Agriculture* | 9, 949 |
| *Distributive occupations* | 2, 602 |
| *Home economics* | 8,183 |
| *Trades and industry* | 8, 216 |
| *Fishery trades* | 155 |
| *Grants to possessions* | 225 |
| Title II. Practical nurse training | 5, 000 |
| Title III. Technical education (an addition made by title VIII, NDEA) | 13, 341 |
| Area Redevelopment Act [2] | 2, 728 |
| Manpower Development and Training Act [2] | 29, 189 |
| *State supervision* | 992 |
| *Training* | 28, 197 |
| Land grant colleges | 14, 500 |
| Cuban refugee program [3] | 9, 155 |
| Education aid for Cuban children and adults | 7, 797 |
| Loan program for Cuban students | 1, 358 |
| Library Services Act | 7, 257 |
| Cooperative Research Program | 5, 156 |
| Civil Defense adult education program [4] | 2, 597 |
| Training for teachers of the deaf | 1, 377 |
| Fellowship program for teachers of mentally retarded children | 960 |
| Grants to institutions | 368 |
| Grants to State educational agencies | 546 |
| Stimulation grants to colleges and universities | 46 |

[1] Does not include $13.3 million for technical education under title VIII. Payments under title VIII are included under the George-Barden Act, which that title amended.
[2] Funds transferred from the Department of Labor.
[3] By direction of the President, several Cuban refugee programs are administered by the Department of Health, Education and Welfare.
[4] Funds transferred from the Department of Defense.

SOURCE: Fiscal and program reports of the Office of Education.

"professional" or "preprofessional" training.

The Committee pointed out that there is no conflict between MDTA and the Vocational Education Act of 1963. MDTA courses are outside regular vocational education programs and they are designed for a special group of people. New or expanded vocational training facilities cannot be set up under MDTA, but MDTA programs can use existing vocational education facilities. The two programs are complementary.

# The National Defense Education Act of 1958
# The New Amendments

THE NATIONAL DEFENSE EDUCATION ACT of 1958 authorized close to $1 billion for a dozen separate programs of education. It was originally written to run for 4 years, but in October 1961 it was extended for 2 more years, until June 30, 1964. Now, in Public Law 88–210,* which was signed by the President on December 18, 1963, the act has again been extended, this time for 1 year, until June 30, 1965, and a number of other amendments have been made.

The act has 10 titles. The first one sets forth general provisions; the others provide for specific programs to improve education. Except for title IX, which establishes a special service in the National Science Foundation, the act is administered, at the Federal level, by the Office of Education.

In the first 5 fiscal years of NDEA, through June 30, 1963, a total of nearly $800 million in Federal funds was distributed under the titles administered by the Office of Education. Much of the money was paid out in grants to State educational agencies for strengthening instruction in elementary and secondary schools (title III), for guidance, counseling, and testing (title V–A), for providing vocational education in technical fields (title VIII), and for improving statistical services (title X). Just as much and more went to institutions of higher education for loans to students (title II), fellowships and cost-of-education allowances for graduate students (title IV), institutes to prepare counselors (title V–B), and foreign language development, including language and area centers, fellowships, research, and teacher-training institutes (title VI); and to agencies, organizations, and individuals for research in educational utilization of television, radio, motion pictures, and related media of communication (title VII).

Our principal purpose here is to discuss the new amendments to the act; but in order to make their meaning as clear as possible, we preface the amendments to each title with a brief summary of the title as it stood before the amendments were made, along with some information on what has been accomplished so far with the aid of Federal funds.

## TITLE I

### General Provisions

In addition to stating the purposes of the act and prohibiting Federal control of the programs the act establishes, title I defines the meaning of certain words and phrases recurring frequently. The only definitions changed in any way by Public Law 88–210 are these:

**State**

The term "State" now also includes American Samoa. By the original definition, the term includes also any one of the 50 States, Puerto Rico, the District of Columbia, the Canal Zone, Guam, and the Virgin Islands. (However, for the purpose of determining the amounts to be allotted to the States under titles III and V, the term does *not* include Puerto Rico, the Canal Zone, Guam, American Samoa, or the Virgin Islands.)

**Elementary school, secondary school**

Formerly these terms were used to mean schools which provided elementary and secondary education, respectively, as determined under State law. Now a phrase has been added to broaden the meaning of both terms: ". . . or, if such school is not in any State, as determined by the Commissioner." The intent of the change is to include elementary and secondary schools provided by the U.S. Department of Defense for the minor dependents of its military and civilian personnel stationed in foreign countries.

**Public schools and institutions**

Except in those parts of the act that provide for *grants, loans, or other payments* to public schools or institutions, the terms "public schools" and "public institutions" now include schools and institutions of any agency of the United States. Formerly these were specifically excluded for all purposes.

In other words, federally operated schools still may not receive grants, loans, or other payments, but teachers and other members of the professional staffs of these schools now may enjoy the benefits hitherto enjoyed only by the professional staffs of *other* public schools. For example, they may now receive the stipends available for those who attend institutes supported under the act.

**Local education agency**

This term has been broadened to include *any* public institution or agency

*Public Law 88–210 has three parts: part A is the Vocational Education Act of 1963, described on pages 3–12 of this issue of *School Life*; part B amends NDEA; and part C amends Public Law 815 and Public Law 874 (81st Cong.), the two acts which provide aid for schools in "federally affected areas."

having administrative control and direction of a public elementary or secondary school. Formerly it was limited to a board of education or other legally constituted school authority having control and direction of such schools in a city, county, township, school district, or political subdivision.

By broadening the meaning of this term, the Congress has extended the benefits of the act to a number of public schools not considered part of a local school system—for example, to State schools for the deaf and to the laboratory schools of publicly controlled colleges and universities.

## TITLE II

### Loans to College Students

Title II provides for the establishment of funds from which able but needy students in the Nation's colleges and universities may borrow, on reasonable terms, to finance their education. A student can get as much as $1,000 a year—as much as $5,000 altogether—if he can meet the requirements and if the funds are available at the institution where he is enrolled.

The loans are made by the colleges and universities participating in the loan program. Any institution wishing to participate applies to the U.S. Commissioner of Education and requests a Federal capital contribution to its student-loan fund. (Each institution must also make a contribution of its own to the fund—at least one-ninth of the amount it receives from the Federal Government.)

To be eligible for a loan, a person must be a full-time student (either undergraduate or graduate) at an institution participating in the program, or he must have been accepted for enrollment by such an institution. He must also be judged by the institution as needing financial help and being capable of maintaining good standing in his college work.

Institutions making NDEA loans give special consideration to students with superior academic background who plan to become elementary or secondary school teachers, as well as to students who show superior preparation or ability in science, mathematics, engineering, or a modern foreign language.

Repayment of these loans ordinarily begins 1 year after the borrower has ceased to be a full-time student. The repayment period may be deferred for a longer time, for as much as 3 years, for any borrower who serves in the Armed Forces or in the Peace Corps during that time. Interest on each loan begins to accrue when the repayment period begins.

A borrower who becomes a full-time teacher in a public elementary or secondary school may be forgiven part of his loan, up to one-half of it, (plus the interest on that part) at the rate of 10 percent for each year of teaching. That is, 5 years of teaching can repay half of the loan. The amount forgiven each year is based on the amount still unpaid on the first day of each full year of teaching.

Loans will be canceled for any borrowers who die before they can pay their loans or who become permanently or totally disabled.

### Amendments

Now title II has been extended for another year, through June 30, 1969. New borrowers may not come into the program, however, after fiscal year 1965.

The amount authorized for fiscal year 1964 for Federal contributions to student loan funds has been increased from $90 to $125 million. The amount authorized for fiscal year 1965 is $135 million. For the 4 fiscal years 1966 through 1969 no specific amounts are authorized: the amounts will be limited to whatever is necessary to enable the students who had borrowed before July 1, 1965, to complete their education.

The ceiling has been lifted on the amount any institution may receive from the Federal Government in any one year. Formerly it was $250,000; now it is $800,000.

The proviso that interest will not accrue—and repayments need not be made—during any period in which the borrower is pursuing a full-time course of study at an institution of higher education in one of the States has been modified to extend the same benefits to borrowers pursuing a full-time course of study at a comparable institution *outside the States,* provided the U.S. Commissioner of Education has approved the institution for that purpose.

The proviso that up to 50 percent of the loan will be canceled for any borrower who does full-time teaching in a public elementary or secondary school has been broadened. Formerly the law required the teaching to be done in one of the States, but now the forgiveness clause extends also to borrowers who teach in an oversea elementary or secondary school of the Armed Forces of the United States. It also extends to borrowers who teach in elementary or secondary schools conducted by the Federal Government within the States.

## TITLE III

### Strengthening Instruction in Science, Mathematics, and Modern Foreign Languages

Title III provides for two kinds of assistance to elementary and secondary schools in their efforts to improve instruction in science, mathematics, and modern foreign languages.

1. *Equipment and remodeling.*—First, title III authorizes $70 million a year for—

Laboratory and other special equipment.

Minor remodeling of laboratory or other space suitable for this equipment.

The funds for laboratory equipment may also be used to purchase such things as audiovisual materials and equipment and printed materials other than textbooks. Last August the regulations pertaining to this title were revised to permit the use of these funds for purchasing professional ref-

erence materials for teachers in the three fields, and for purchasing materials and equipment for teachers to use in preparing audiovisual aids to instruction in science, mathematics, and modern foreign languages.

Most of the funds appropriated under this authorization are allotted to State educational agencies for use in the public schools. But each year 12 percent of the available funds are set aside for loans to nonprofit elementary and secondary private schools, to be used for the same purposes.

Each Federal dollar that goes to the States for these purposes in the public elementary and secondary schools must be at least matched by State or local dollars.

In the first 5 fiscal years under NDEA, the Federal Government paid out $172.2 million for equipment and remodeling projects in local public schools. According to the State reports, money was distributed among the three subject fields approximately as follows:

74 percent for science
9 percent for mathematics
17 percent for modern foreign languages

In the same 5 years the Federal Government approved 250 loans totaling $3,317,649 to private schools. These schools have proved to be financially good risks; some have repaid their loans ahead of schedule. The loans to private schools have been used to provide science laboratories and equipment (231 schools), language laboratories (124 schools), and equipment for mathematics classrooms (51 schools).

2. *State supervisory services.*—Second, title III authorizes $5 million a year to be paid to State educational agencies for expanding or improving their "supervisory or related" services to public elementary and secondary schools—in science, mathematics, and modern foreign languages. The State educational agencies may also use these funds to pay the cost of administering the State plans.

In the first 5 fiscal years under NDEA, $10.3 million in Federal funds went into the improvement of supervisory and related services and administration of State plans. Before the act was passed in 1958, there were only 33 State specialists providing consultant and supervisory services to the schools in science, mathematics, or modern foreign languages. By the end of 1962–63 the number had increased to the equivalent of 238 full-time specialists providing such services.

### Amendments

Authorization of funds for title III has been extended for another year, through June 30, 1965.

The major amendments to NDEA which affect the program under this title are these:

1. Repeal of the provision which permitted a State to carry over to the next year any part of its allotment for acquiring equipment and for minor remodeling which it did not use in the year in which the allotment was made. Beginning now, in the fiscal year ending June 30, 1964, any funds which a State will not be able to use in the fiscal year for which they were allotted—whether for acquisition of equipment and materials, for minor remodeling, or for supervision and administration—will be reallotted from time to time during that year to States that can use them.

2. A broadening of the categories of equipment and materials that may be purchased with Federal funds. Now they include test-grading equipment for public elementary or secondary schools and specialized equipment for audiovisual libraries serving such schools.

3. Enlargement of the definition of "local educational agency" (this was done in title I, but the effect is felt in the provisions of several other titles, including title III). Now the term includes *any public institution or agency* which has administrative control and direction of public elementary or secondary schools. The effect of this amendment is to include, for example, schools for the handicapped that are operated by public agencies other than local school authorities, and laboratory schools operated by public colleges and universities.

## TITLE IV

### Graduate Fellowships

Title IV was written into the act because of the increasingly severe shortage of college teachers and the corresponding need to increase the number of persons holding doctor's degrees.

Under this title, financial assistance is available both for graduate students and for the institutions where they study. To be eligible to participate in this program of Federal aid, institutions must show to the satisfaction of the U.S. Commissioner of Education that they either are establishing new doctoral programs or are expanding existing ones.

The act authorizes "such sums as may be necessary" to award 1,500 fellowships a year to graduate students. These fellowships are for not more than 3 years of full-time graduate study or research. Each year the fellow receives a stipend—$2,000 for the first post-baccalaureate year, $2,200 for the second, and $2,400 for the third—plus $400 for each dependent. In addition, the student's institution each year receives an amount to offset the costs of making the program available to him.

The fellowships are awarded by the Commissioner to persons who have been accepted by an institution offering a doctoral study program the Commissioner has approved. The Commissioner is obligated to encourage wider distribution of graduate facilities throughout the country.

The institution applies to the Commissioner; the prospective fellow to the institution. Each year the Office of Education publishes a list of institutions where NDEA fellowships will be available the following year, and

the programs of study that have been approved.

The law asks nothing of the applicant except that he be interested in a teaching career in institutions of higher education. But the law makes it clear that once a person becomes a fellow he must show himself worthy: he will receive a stipend only as long as he maintains "satisfactory proficiency" in his work and devotes "essentially full time" to it. During the time of his fellowship he may accept no gainful employment other than part-time employment at his institution in teaching, research, and similar activities.

Because college teachers are needed in every subject the law puts but few restrictions on fields of study in which fellowships may be made available. The 1,500 fellowships awarded to begin in 1963–64, in 621 new or expanded programs in 155 institutions, were distributed among the major fields as follows:

| | *Percent* |
|---|---|
| Education | 10 |
| Engineering | 11 |
| Physical sciences | 16 |
| Biological sciences | 18 |
| Humanities | 21 |
| Social sciences | 24 |

Between the start of this program in 1959 and the end of academic year 1963–64, the Federal Government will have obligated nearly $41.5 million in stipends to fellows and $38.5 million in supporting grants to graduate level institutions.

### Amendments

Title IV has now been extended for another year, through fiscal year 1965; but since the fellowships awarded in 1965 will be for study beginning the next academic year, the extension is, in effect, through academic year 1965–66. And for each of the subsequent 2 years funds have been authorized—"such sums as may be necessary"—to see each fellow receiving an award in 1965 through the full term of his fellowship.

Two other changes have been made.

The Commissioner is now authorized to reaward any fellowships that have been vacated before the end of the period for which they are awarded, and to reaward them as new fellowships for the time remaining in them. This new provision will enable the Office of Education to salvage most of the losses that occur whenever fellows drop out of the program prematurely. So far, on the average, each year's group of new fellows has lost about 7 percent of its members each year of the award period.

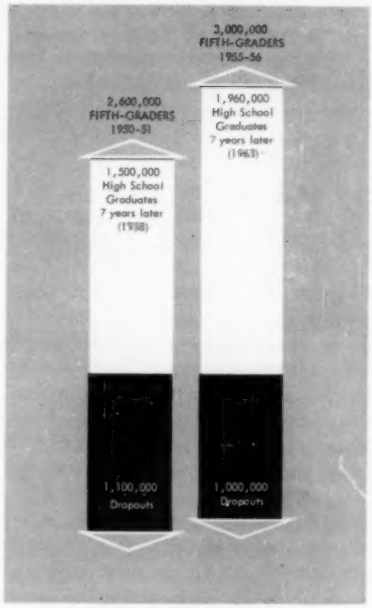
The second change provides for payment of a flat sum of $2,500 a year to each institution for each of its fellows. From this sum the Government will deduct any tuition fees the institution requires the fellow to pay; in the past, however, most participating institutions have chosen to waive tuition and other fees. Before this change was made, the act provided for a variable amount to be paid to the institution—up to $2,500 a year for each fellow—to cover that portion of the cost of the graduate program that could reasonably be charged to the fellow.

The Office of Education has already published the list of institutions that will have graduate programs for fellows in academic year 1964–65 (persons writing for this list should ask for OE publication No. 55017–65). Colleges and universities on that list are now receiving applications from would-be fellows and will submit their nominations to the U.S. Commissioner of Education no later than May 8, 1964. The Commissioner will make the awards shortly thereafter.

## TITLE V

### Guidance, Counseling, and Testing

Title V is in two parts. Part A authorizes $15 million a year for grants to State educational agencies to enable them to establish and maintain guidance and counseling programs and testing programs in secondary schools. Part B authorizes $7,250,000 a year to establish training institutes to improve the qualifications of




**Evidence that counseling helps to keep pupils in school can be found in this fact: The class graduating from high school in 1963 had lost 33⅓ percent of its members since the 5th grade, but the class graduating in 1958, the year NDEA was passed, had lost 40 percent.**

persons who are, or expect to be, engaged in guidance and counseling in the secondary schools.

*Part A.*—Although the guidance and counseling programs called for in part A are limited to the *public* secondary schools, the testing programs are available also to students in nonpublic secondary schools. Apparently the Congress intended that no student should be missed in the search for talent.

In those States that have legal authority to test in nonpublic schools, the State educational agency includes those schools in its own testing program; in other States the U.S. Commissioner of Education arranges, through contracts with testing agencies, for the testing of students in nonpublic schools.

In the first 5 years under NDEA, the number of achievement and aptitude tests given in public secondary schools under title V increased 300 percent, from 1.9 million to 7.7 mil-

**Number of achievement and aptitude tests given in public and nonpublic secondary schools under title V and number of all achievement and aptitude tests given in public secondary schools, 1958–59 and 1962–63**

| Kinds of tests | In public schools | | | | In nonpublic schools: title V tests | |
|---|---|---|---|---|---|---|
| | Title V tests | | All tests | | | |
| | 1958–59 | 1962–63 | 1958–59 | 1962–63 | 1958–59 | 1962–63 |
| Achievement: | | | | | | |
| Single subject | 82,750 | 1,654,308 | 3,443,558 | 6,909,655 | 8,463 | 349,821 |
| Battery | 827,714 | 2,336,221 | 2,870,434 | 5,510,253 | 73,099 | 39,264 |
| Aptitude: | | | | | | |
| Multifactor | 300,031 | 1,036,051 | 910,256 | 2,456,659 | 43,308 | 63,306 |
| Scholastic | 704,862 | 2,627,387 | 3,039,972 | 5,662,677 | 77,269 | 125,826 |
| Total | 1,915,357 | 7,653,967 | 10,264,220 | 20,539,244 | 202,139 | 578,217 |

lion; in fact, it increased 3 times faster than all testing of this kind in the public schools (see the table above). In nonpublic schools during the same period the number of tests given under title V increased 186 percent.

There is also substantial evidence of the efforts under part A to improve guidance and counseling programs. At the time NDEA was passed, the public secondary schools had the equivalent of only 12,000 counselors giving full time to guidance (the majority of high school counselors were only part-time counselors); and each counselor served an average of 860 students, nearly 3 times the 300 generally considered the maximum for effective work. By 1962–63 the number of counselors had grown to the equivalent of 27,109 full-time counselors, and the number of students per counselor was down to 530. (The counts of counselors here include only counselors and guidance supervisors in local public schools.)

State educational agencies have increased their professional guidance staffs too: between 1958–59, the year NDEA was passed, and 1962–63 the number of professional staff members giving consultive and supervisory guidance services to local schools increased from the equivalent of 78 full-time persons to the equivalent of 203.

*Part B.*—Part B of title V provides for institutes to give training in counseling and guidance. Under the original terms of the act, the only persons eligible to attend were *secondary school counselors* and *secondary school teachers preparing to be secondary school counselors.*

Enrollees from public schools are eligible to receive stipends of $75 a week plus $15 a week for each dependent; those from private schools may attend without charge but receive no stipends.

The institutes are operated by colleges and universities, under contract with the U.S. Commissioner of Education.

During the first 2 years of the program, the emphasis was on short-term institutes. But beginning in 1961, as a result of the growing recognition of the great need for counseling and guidance staff with at least 1 year of specialized professional preparation, the emphasis shifted to regular-session institutes. During the first year of the program, 34 percent of the funds were used for regular-session institutes; during the fifth year, 70 percent.

Of the short-term institutes in 1963, about 60 percent were designed to bring counselors with less than 1 year of graduate preparation up to the completion of that year; the remaining 40 percent provided training beyond that year. Of the regular-session institutes in 1963–64, about 80 percent were designed to provide a full year of graduate training to persons with little or no previous training; the remaining 20 percent, to provide training beyond that year.

In the first 5 years of the program, 13,784 enrollees attended 416 institutes: 11,043 enrollees in 328 short-term institutes; 2,741 enrollees in 88 regular-session institutes.

## Amendments

*Part A.*—Authorization for State grants under part A has been extended for another year, through June 30, 1965. The total amounts authorized for 1963–64 and 1964–65 have been raised from $15 to $17.5 million and the minimum amount allotted to each State has been raised from $20,000 to $50,000.

The U.S. Commissioner of Education is now authorized to reallot to other States any part of a State's allotment which the State does not need for carrying out its plan. The reallotments will be made from time to time during the year.

All seventh and eighth graders are now eligible for inclusion in the programs established under part A. Formerly they were eligible only if by their State's definition they were part of a secondary school.

In the amount a State expends to satisfy the requirement that it match every Federal dollar with one of its own, it now may include the amount it expends for administration of its plan.

*Part B.*—Authorization for institutes under part B has been extended for another year, through June 30, 1965.

Persons eligible to attend institutes now include counselors and teachers of students in grades 7–8 of *elementary schools.* In other words, the institutes now will be open to counselors in grades 7 through 12 and to teachers in those grades preparing to become counselors in those grades.

## TITLE VI

### Language Development

Title VI has two parts with one purpose: To improve and extend instruction in modern foreign languages at all educational levels. Part A authorizes $8 million a year for language and area centers, fellowships, and research and studies. Part B authorizes $7,250,000 a year for institutes to train elementary and secondary school teachers of modern foreign languages.

*Language and area centers.*—Part A of title VI provides for aid to institutions of higher education in the United States to establish and operate centers offering instruction both in critical modern foreign languages and in subjects a person needs to study if he is to understand the peoples in the areas in which those languages are spoken—such subjects as history, political science, linguistics, economics, sociology, and anthropology. The act does not specify the languages but requires the U.S. Commissioner of Education to specify them, on the basis of two criteria:

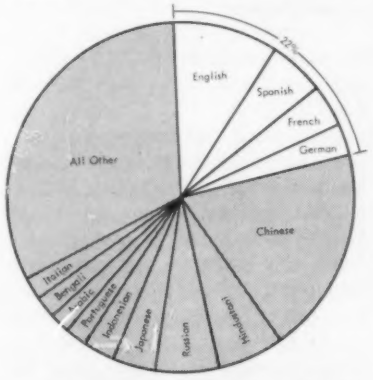
1. The Federal Government—or U.S. business, industry, or education—needs persons trained in these languages.
2. Adequate instruction in these languages is not readily available in the United States.

On the basis of these criteria the Commissioner has designated 7 languages as having top priority—Arabic, Chinese, Hindi-Urdu, Japanese, Portuguese, Russian, and, since the beginning of the Alliance for Progress, Latin-American Spanish. Many other languages, however, also are eligible for support: 18 have been given second priority; about 60, third priority.

The centers are established and operated under contracts between the institutions and the U.S. Office of Education. The centers may receive Federal funds to pay up to 50 percent of the operational costs that can be charged to new or expanded activities, though the percentage is usually considerably lower.

*Fellowships.*—Title VI also provides financial assistance to qualified students taking advanced training in the critical languages and related subjects. Fellowships may be awarded for a summer session or an academic year, or both. Stipends include an amount to cover the cost of tuition and all required fees plus $450 for summer study and $2,250 for the academic year. In addition, the fellow may receive allowances for up to four dependents—$120 for each dependent for summer study and $600 for the academic year. Travel allowances are also paid fellows who must move more than 50 miles to take up their studies.

Persons receiving these awards must study at an institution of higher education in the United States that offers appropriate instruction; they are not restricted to the language and area centers receiving Federal support under title VI. The fellowships are awarded to students preparing to teach the language—or other subjects in which knowledge of the language is highly desirable—at an institution of higher education, or preparing for "service of a public nature."




**Until the National Defense Education Act of 1958 was passed, the languages of more than three-fourths of the world's people were more or less neglected in U.S. colleges and universities. This year more than 70 of the hitherto neglected languages are being taught in 55 centers supported under title VI of the act, in 34 universities.**

In the first 5 years of NDEA through the academic year 1963–64, 3,320 fellowships were awarded to 2,027 persons to study at some 60 institutions (more than half of these fellowships were renewals). About 80 percent of the fellows studied one of the top 7 languages; the others brought the total number of languages studied to more than 60. In the current academic year more than 70 of the hitherto neglected languages of the world are being taught with NDEA support in 55 centers located at 34 institutions.

The deadline for filing applications for fellowships in 1964–65 was February 7, 1964.

*Research and studies.*—Part A also authorizes the Commissioner of Education to make surveys to determine the need to increase or improve instruction in modern foreign languages and in related subjects. It also authorizes him to conduct research on the methods of teaching these subjects, and to develop specialized teaching materials.

The studies and research projects are all developed under contracts between the Office of Education and institutions, organizations, or individuals. Over the first 5 years of NDEA, 224 such contracts have been negotiated with colleges, universities, professional associations, Government agencies, public school systems, and individual persons.

Most of the research done under this title on methodology has focused on the most commonly taught languages, and many of the projects, particularly those which have produced instructional materials, have had far-reaching effects. For example, a project carried out under a contract with the public schools of Glastonbury, Conn., has produced quality instructional materials for French, German, Italian, Russian, and Spanish that are currently being used by well over 1 million children.

These so-called "Glastonbury materials" are based on the audio-lingual

approach to teaching modern foreign languages. They have been developed by experts, tested in school systems, and evaluated at language institutes, and then revised for commercial publication. The contract between the Office and the Glastonbury schools calls for the production of four "levels" of materials suitable for grades 7 through 12 for each language except Italian (which ends with level 2), including tests for students, audio recordings of several types, and guides for teachers. Schools have been using level one since September 1961, level two since September 1962, and level three since September 1963. Level 4 is scheduled to be finished in time for next fall.

With support from title VI, scholars have also produced instructional materials for over 120 of the uncommonly taught languages; much of the interest in these languages has been stimulated by the university-level language and area centers and the fellowships provided for in title VI. There are also projects to produce high-school level materials for Chinese, Japanese, and Arabic. At all levels the need is for basic courses, grammars, readers, dictionaries, and audio recordings.

*Institutes.*—The language institutes authorized in part B of title VI provide advanced training for teachers of modern foreign languages in elementary or secondary schools, persons preparing to become such teachers, and trainers or supervisors of such teachers. Teachers in junior colleges also are eligible to attend if at least half of their teaching load is in grade 12 or below.

The institutes are designed for two purposes primarily: to give training in the use of new teaching methods and materials and to increase the participant's understanding of the language and the culture the language expresses.

Both short-term and regular-session institutes are included under title VI. They are operated by institutions of higher education, under contract with the U.S. Commissioner of Education; the costs of operation are paid out of Federal funds.

Participants pay no tuition or fees. Participants from *public* schools may, upon application, receive a stipend of $75 a week, plus $15 a week for each dependent. No travel allowances are provided. Would-be participants apply to the institutions conducting the institutes, not to the Office of Education. The deadline for filing applications for institutes to be held this summer and in the next academic year was March 1, 1964.

In the first 5 years of NDEA 301 institutes were held, enrolling over 14,000 elementary and secondary school teachers of modern foreign languages. In 1963–64 there are 83 institutes: 79 were held last summer and 4 are being conducted in the current academic year. Twelve of last summer's institutes were held outside the United States—in Mexico, Guatemala, Ecuador, Argentina, France, Germany, Canada, Puerto Rico, and the USSR. This coming summer 11 colleges and universities will hold institutes abroad for teachers of Chinese, French, German, Russian, and Spanish.

### Amendments

All programs under title VI have been extended for 1 more year, through June 30, 1965.

For the language institute program, the term "modern foreign language" has been broadened to include English when taught to persons for whom English is a second language. As a result of this change, two pilot institutes will be offered this coming summer, one at the University of California in Los Angeles and the other at the University of Puerto Rico, for elementary and secondary school teachers engaged in teaching English to pupils for whom English is a second language. More detailed information on institutes in English as a second language is available from the Language Institutes Section of the Office of Education, Washington, D.C., 20202.

## TITLE VII

### Communications Media

Title VII is concerned about the use the schools are making—or not making—of the various media of communication. These, in the original language of the act, are "television, radio, motion pictures, and related media for educational purposes."

The title authorizes $5 million a year for a program with a double purpose. The first, described in part A, is to get the facts about the various media—about what they are good for and what they are not, and about how they can best be used. The second, described in part B, is to disseminate information about the new media, so that schools and colleges will have the knowledge they need for using them more effectively and extensively.

*Part A.*—To get the facts about the usefulness of the several communications media in education, title VII calls for—

> Research and experimentation in the development and evaluation of projects involving television, radio, motion pictures, and related media of communication which may prove of value to State or local educational agencies in the operation of their public elementary or secondary schools, and to institutions of higher education, including development of new and more effective techniques and methods for—(1) utilizing and adapting motion pictures, video tapes, and other audio-visual aids, film strips, slides, and other visual aids, recordings (including magnetic tapes) and other auditory aids, and radio or television program scripts for such purposes; (2) training teachers to utilize such media with maximum effectiveness; and (3) presenting academic subject matter through such media.

The Commissioner is authorized to use two methods of "conducting, assisting, and fostering" the research

and experimentation called for in part A. He may (1) make grants-in-aid to public or nonprofit private agencies, organizations, and individuals; and (2) enter into contracts with public or private agencies, organizations, groups, and individuals.

*Part B.*—Part B sets forth four ways in which the Commissioner "shall" or "may" keep State or local educational agencies, as well as institutions of higher education, informed about the latest developments in the educational uses for the various media—including, of course, the findings in the research and experiments carried out under part A. He—

1. Shall make studies and surveys.
2. Shall publish catalogs, reviews, bibliographies, and other needed materials.
3. May, upon request, provide advice, technical assistance, and demonstrations to State and local educational agencies and institutions of higher education.
4. Shall publish an annual report of developments in the use of communications media for educational purposes, including projects carried out under the title.

To help him carry out his duties under title VII, the Commissioner has his Advisory Committee on New Educational Media, established under the provisions of the title (pt. C).

In the 5½ years since NDEA was passed, activities under title VII have made a number of major contributions to education. Research projects, for example, have—

Measured the effectiveness of programed instruction at every grade level, in virtually every subject, and for students of differing abilities.

Found out a great deal about the effectiveness of television as a medium for instruction, about the most effective techniques for producing educational television programs, and about the part television can play in solving educational problems.

Increased the pool of researchers qualified to explore the uses of the several media.

Made possible the development and testing of a teacher-education course on audiovisual methods of instruction.

And among the projects for disseminating information about the new media to teachers in schools and colleges, these are especially noteworthy:

The preparation of complete catalogs of self-instructional programs available for in-school use.

A traveling exhibit to describe programed materials to educators, and to demonstrate the uses for these materials.

Financial assistance to a national committee to enable it to set up standards and criteria for teachers and administrators to use in evaluating programed materials.

Publication of *ETV—The Next 10 Years* to help State and local education agencies to plan their use of TV carefully.

A national conference to explore the feasibility of establishing educational broadcast networks.

A study to find ways in which schools can exchange recorded instructional television programs.

Establishment of one national and two regional libraries of instructional television materials.

A series of activities to provide curriculum materials for training new research workers.

Establishment of a pilot research information service at Western Reserve University, which now has abstracts of all educational media research published in the English language since 1960.

Development of a procedure for applying computer technology to the problem of continuous revision of catalogs of teaching materials for use with the various media. This has led to the publication of the *Educational Media Index*, an exhaustive catalog of institutional materials cross indexed by subject area and grade level.

### Amendments

The annual authorization of $5 million has been extended for another year, through June 30, 1965.

An addition—"printed and published materials"—has been made to the list of media specified for attention under title VII. Now, for example, studies may be made to determine the need for improved use of printed and published materials; catalogs of these materials may be prepared, research on them may be analyzed, and research may be conducted on new methods for using and adapting them.

## TITLE VIII

### Training for Technicians

Title VIII amends the George-Barden Act by adding a new title to it—title III. It authorizes $15 million a year for training highly skilled technicians for occupations requiring scientific knowledge—a category of education never before included in an education act.

The purpose of this title is to alleviate the Nation's shortage of highly skilled technicians—of chemical technicians for the laboratories, of technicians in electronics and mechanical design for the missile effort, of technicians in instrumentation and environmental control, and of the other kinds of technicians who make up the semiprofessional corps of workers needed to support the work of doctors, scientists, and engineers.

Both secondary and postsecondary institutions, including colleges and universities, may provide training under this title, and the training may be given either in preparatory curriculums or in extension classes. The law stipulates, however, that the training must be of less than college grade.

To be eligible for training in one of these programs, a person must

either have finished junior high school or be at least 16 years old, and can reasonably be expected to profit from the instruction. Among the eligible adults, for example, are workers who need training in order to keep their jobs or advance to better ones, and technicians who need to brush up on the latest developments in their fields.

Strong science and mathematics content is characteristic of these programs.

States must match the Federal funds, with either State or local dollars. They may use Federal money for any of the following purposes (the list does not include construction of facilities, but this is now provided for in the Vocational Education Act of 1963):

1. Programs of administration, supervision and teacher training.
2. Salaries and travel expenses of members of the staff of State or local educational agencies.
3. Travel expenses of advisory committees or State boards.
4. Acquisition of instructional equipment and keeping it in working order.
5. Purchasing instructional supplies and teaching aids.
6. Transporting students.
7. Getting information needed to develop the program.
8. Programs to train young persons out of school.
9. Related instruction for apprentices.
10. Planning and developing the programs.

Each year since NDEA was passed has brought increases in the enrollments in programs supported under title VIII. From 48,564 students in fiscal year 1959, the number has increased to—

101,279 in 1960
122,952 in 1961
148,920 in 1962
180,000 in 1963 (estimated)

### Amendments

Title III of the George-Barden Act (added by title VIII of NDEA) has been made permanent. It was made so by the Vocational Education Act of 1963 (pt. A of Public Law 88–210).

## TITLE IX

### Information for Scientists

Title IX is the only part of the National Defense Education Act not charged to the Office of Education. It authorizes the National Science Foundation to establish a Science Information Service and a Science Information Council. The Service advises and consults with the Council; and both have one and the same purpose—to provide the scientist with the information he needs, and to provide it quickly and efficiently.

The Science Information Service is charged with two responsibilities: (1) To provide indexing, abstracting, translating, and other services necessary to disseminate scientific information, and (2) to undertake programs to develop new or improved methods—mechanized systems, for example—of making the information available.

The Science Information Council, which assists the Science Information Service in carrying out its double assignment, has 19 members. Four are ex officio:

The head of the Science Information Service.
The librarian of Congress.
The director of the library of the U.S. Department of Agriculture.
The director of the National Library of Medicine.

The others are appointed by the director of the National Science Foundation:

Six leaders in the fields of fundamental science.
Six leaders in librarianship and scientific documentation.
Three outstanding representatives of the lay public who have demonstrated an interest in the problems of communication.

The appointed members of the Council hold office for 4 years. No appointed member is eligible for reappointment until a year has elapsed after the end of his preceding term.

The Congress made this program a permanent one: for 1959 and "each succeeding fiscal year" it authorized "such sums as may be necessary." No amendments have ever been made in title IX.

## TITLE X

### Statistical Services by State Education Agencies

Title X (in sec. 1009, the only section of this title that authorizes a program of Federal aid) authorizes the appropriation of "such sums as the Congress may determine" for grants to the States to enable State education agencies to improve their statistics on education. No State may receive more than $50,000 a year. Each State is required to match its Federal grant.

By the end of the fifth fiscal year under NDEA, 53 States had submitted plans for improving their programs of statistical services, and had had their plans approved. The 48 States which had begun to carry out their plans and had received and matched Federal funds, had received $1.7 million in Federal funds; more than one-third of them were using the maximum amount of Federal money allowed them each year.

Since the program began, the number of staff members of State education agencies engaged in statistical services has almost tripled. The number of States and Territories using data-processing equipment is now up to 51, nearly 5 times as many as in 1958.

### Amendment

Section 1009 of title X has been amended to make the program effective for another year, through June 30, 1965.

Editor's Note.—Future developments under these acts will be reported in *School Life*.

# AD Minutes Briefly noted--- for the busy School Administrator

*Material for this department is prepared by the staff of the School Administration Branch, Division of Elementary and Secondary Education*

**The Surgeon General's Advisory** Committee on Smoking and Health report that men who began smoking before the age of 20 have substantially higher death rates from lung cancer and other diseases than those who began after 25 has stimulated many school systems to establish preventive programs.

In Detroit and Dearborn, Mich., 18 schools are conducting experimental classes beginning with the fifth grade to deter children from smoking.

In the District of Columbia, Maryland, and Virginia schools, health education courses are placing more stress on the dangers of smoking, and one Virginia high school has established a tobacco withdrawal clinic.

In Oakland, Calif., school board members have conferred with the local police department officials on enforcement of the law prohibiting the location of cigarette vending machines near schools, bus stops, and other public places.

In Illinois, the State Superintendent of Public Instruction has stated that instruction on the possible harmful effects of cigarette smoking will probably be given in all schools supported by State funds.

In Philadelphia and Seattle, health department and public school officials have joined forces in conducting an antismoking educational campaign to inform young people about the health hazards of smoking—before they form the habit.

Students who smoke may jeopardize their grades as well as their health, according to a study reported at a recent meeting of the American Association for the Advancement of Science. The study found that high school students who smoke tended to get lower grades than those who do not smoke.

**The New York City Welfare De**partment and Mobilization for Youth are trying out a plan which may help reverse traditional patterns of dependency on public assistance.

Many Lower East Side boys and girls who are in job-training programs sponsored by Mobilization for Youth are from families receiving public assistance from the City Welfare Department. Under a new plan the Welfare Department has not been deducting the usual portion of the youngsters' earnings in job-training programs from their families' public assistance grant. This policy exception allows a youngster earning $36 a week to retain $20 for expenses and personal allowance and to contribute the remainder to his family for his share of household maintenance as well as for his clothing and personal care. A youngster earning from $37 to $47 weekly is removed from the family budget. He contributes each week toward his maintenance, but this amount is not recorded as family income by the Welfare Department.

A number of advantages could accrue to the Department of Welfare, according to the Mobilization for Youth. For example, they say that this is: ". . . the first test of a theory in the social welfare field that greater independence—rather than the contrary—may be fostered if welfare families are permitted, under certain conditions, to retain some outside income. In this way, the tendency for dependency to persist from one generation to the next might be reversed."

**The California Legislature dur**ing the 1963 session added to the responsibilities of the Department of Education's 5-year-old Commission on Equal Employment Opportunities for Teachers. Originally established to assist in preventing racial, religious, or other discrimination in the employment of certificated staff members, the Commission is now required to provide, upon the request of a school district, assistance in problems involving the ethnic distribution of pupils and school attendance areas. The Commission also provides consultive service to school districts and speakers and panelists for meetings, conferences, and workshops, and is planning to conduct research on ethnic imbalances and to make the results available.

**Local public welfare and school** agencies are apparently cooperating more closely in an effort to give more effective service to the people they both serve. It may be that the increased cooperation stems from the 1962 Public Welfare Amendments, which authorize greatly increased Federal funds to States and local communities for preventive and rehabilitative services.

In the District of Columbia, for example, the D.C. Welfare Administration and the Public School System are jointly conducting a program aimed at helping needy students stay in school. Scholarships are given for work on special jobs arranged by the Board of Education, such as helping teachers with clerical work and performing maintenance jobs.

The Welfare Administration of the U.S. Department of Health, Education and Welfare, which finances the whole project, issues funds for the scholarships to the board of education which, in turn, pays the students.

# USOE Cooperative Research

FRANCIS A. J. IANNI

THERE ARE many gratifying experiences in being associated with the Cooperative Research Program—the chance to help design research and development projects to further educational progress, the stimulation of meeting with enthusiastic researchers, scholars, teachers, and administrators, and the feeling of accomplishment in helping others. But there are some experiences, as I suppose there are in all professional situations, which are less than rewarding, and some, even unpleasant. Perhaps the most difficult one is explaining to an unsuccessful applicant why his research project has not been approved, and this is an all too common experience in the Research Program.

Some applicants believe that the key to the rejection of proposals lies with the panels of reviewers who go over the proposals rather than with the proposals themselves. (All proposals for research are reviewed by panels of researchers, scholars, and specialists from outside the Office of Education. This review is a painstaking process as panels consider each proposal individually.) Our impression, however, has been that it is usually the proposal that is at fault rather than the panelist. And now our impression is backed up by facts from a study of disapproved proposals we have concluded.

To date, the Cooperative Research Program has received over 3,000 proposals, and the reviewers have approved about 700; in other words over 70 percent of all proposals have been unacceptable. To obtain some idea about why so many are turned down, we recently classified by research methods all proposals submitted in fiscal years 1958, 1959, and 1960, calculated the number of proposals received and the rate of approval for each category, and analyzed the reasons for rejection.

From our analysis we conclude that proposals are rejected not because of the research method (survey, experimental, etc.) the investigator planned to employ but in general because of one or more of the following faults:

▶ The problem to be attacked by the research is lacking in general significance to education. This fault may appear in several ways. In a surprising number of proposals the problem is simply a trivial one, while in others the problem is such a vast one that it could not possibly be studied by the methods proposed by the applicant. One applicant, for example, recently proposed to study, with the help of a graduate assistant over a 9-month period, the educational impact of all the significant inventions from the Stone Age to the present—a commendable undertaking but hardly possible by his methods.

Frequently, however, the proposed research is not likely to produce findings from which widely applicable generalizations could be drawn.

▶ The objectives of the research are too broadly stated. The objectives, which the researcher may express in the form of questions, represent the researcher's effort to focus attention on specific aspects of a specific problem. The sharper the focus, the more likely the researcher is to succeed.

Consider, for example, the following objective taken from a proposal:

"The broad hypothesis is that a procedure can be followed which will lead to the initial formulation, revision, and final development of a broadly conceived theory of education based upon psychological and other relevant research findings."

Stated in this way, the hypothesis does not reflect the applicant's intention. Certainly he did not want to develop some new procedure of theory development, but this is what he appears to be saying.

▶ Many proposals are poorly designed, usually because the investigator fails to recognize the complexity of the task involved. One proposal, for example, sought funds to provide a program of mathematics and English instruction for an experimental group of high school graduates during the summer before they entered college and to compare their achievement during the freshman year with that of a comparable group that had no instruction.

This study said, in effect, that a group which has had instruction in math and English will be better prepared to cope with college math and English than a comparable group which has received no instruction. The intergroup analysis not only compares "something" (the instruction) with "nothing" (the lack of instruction), but it also completely obscures the complexity of the problem. In reality, one would expect some students—those who are highly motivated but who lack certain math and English skills—to show significant improvement, and others—those who lack the motivation for academic work—to show little improvement.

▶ Some proposals do not offer convincing evidence that their projects will be economically efficient. Determining the economic efficiency of a study is one of the most difficult problems for panel review. The total cost of a proposed study is only one aspect of its budget the panel must consider. The real criterion is the "economic efficiency" of a project since it represents the relationship between cost and some measure of production. Is the educational community likely to get enough results—immediate or potential—from the study to justify the expenditure of the amount requested? Does the proposal indicate that the applicant is familiar enough with what he wants to do to give reasonably accurate estimates of costs? Surprisingly, as many applicants woefully underestimate what a project will cost

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as grossly overestimate. The essential question is not, "How much is this idea worth?" but rather "Are the results which are likely to be produced sufficient to justify the cost?"

There are, of course, other reasons for rejecting proposals. For example, some applicants simply do not include enough information for the panel to use as a basis for judgment. In describing the statistical treatment of data, for example, many applicants cover the entire subject with the statement, "Adequate statistical techniques will be utilized." Now the applicant may know which techniques are adequate, but unless the proposal explicitly describes what he is going to do, the panelists have no way of knowing that the proposed techniques are adequate. Again, some proposals contain so much unnecessary material that it is difficult for the panel to see through the mass of materials to the real purpose and techniques of the research. Generally, however, the four faults mentioned earlier are found either singly or in various combinations in all proposals which are not recommended for approval.

WHAT can be done to correct some of these problems? We offer three suggestions based on our experiences and those of successful applicants:

▶ Exercise considerable care in writing a proposal; strive for unity of presentation.

▶ Ask colleagues to look over your proposal before you submit it to the Cooperative Research Program. They can spot sections that are inadequately described and ideas not clearly stated.

▶ Submit an informal draft of your proposal to the Cooperative Research Branch; Branch and other Office of Education staff members are willing to look over draft proposals and make suggestions which may help strengthen your proposal.

If you are interested in an Office review, submit your draft proposals well before the deadline so that we can get them back to you in time to make revisions and submit them as formal proposals.

Review by an Office staff member does not, of course, assure you that your proposal will be accepted and supported by the program.

# School Library Reporter

RICHARD L. DARLING

THE RECENT amendment of title VII of the National Defense Education Act of 1958 (Public Law 85–864 as amended by Public Law 88–210) increases opportunities for research in educational media by authorizing projects on printed and published materials. (See the summary on page 23.)

Proposals for research and applications for grants under title VII are reviewed twice a year in the spring and fall and must be submitted by February 1 and August 1 to be considered at the subsequent meeting of the Advisory Committee, which reviews proposals for projects. Detailed information concerning grants for research in educational media and procedures for submitting proposals may be obtained from the Educational Media Branch, U.S. Office of Education.

Proposed projects for the dissemination of information on new educational media are handled differently: There is no set schedule for submitting them to the Office, and the Advisory Committee reviews them when they are received. Up to now approved dissemination proposals have included bibliographies of materials on the new media and sources of such materials. Now, however, with printed and published materials added, the Office of Education can consider proposals for lists which include many types of instructional materials. Teachers and school librarians have expressed particular needs for subject lists of materials which are selective and which bring together all kinds of materials useful in teaching a subject and its subdivisions. Public or private agencies, organizations such as associations of school librarians and teachers, and groups or individuals may submit proposals.

A NEW Office of Education publication, *Library Education Directory*, 1962–63 (OE–15046), by Sarah R. Reed and Nathan M. Cohen, should have particular interest for those concerned with the professional education of school librarians. The directory lists U.S. colleges and universities offering library education programs of 12 or more semester hours within the calendar year. The institutions are arranged alphabetically by State. Each entry includes the name of the institution, the location, the name of the director of the program, degree offered, type of librarianship offered—school, public, college and university, and special—and other useful information in selecting a program of library education.

Three tables provide information by State concerning library education programs. Table 1 shows the number of library education programs, the number of full-time faculty members, and the number of programs offering work at the graduate level in each State. Table 2 shows the number of full-time faculty members in library schools accredited by the American Library Association. Table 3 lists the number of programs in each State by type of librarianship. Copies of the directory are available at 30 cents each from the Superintendent of Documents, Government Printing Office, Washington, D.C., 20402.

*Dr. Darling is specialist for school libraries, Library Services Branch, Office of Education.*

# BONDS

## for educational purposes

*. . . sales, interest rates, et cetera . . .*

## Public Schools

*By* ELMER C. DEERING, *specialist in the financing of school facilities, Division of Elementary and Secondary Education, Office of Education*

SCHOOL BOND ELECTIONS set three new high records in 1963: *In the amount voted on,* $2,883 million, or $523 million more than the $2,360 million in 1962; *in the amount approved,* $1,987 million, or $129 million more than the $1,858 million in 1960; and *in the amount defeated,* $896 million, or $29 million more than the $867 million in 1959.

All municipal bond elections set only one new record in 1963, and that was in the amount defeated: $2,157 million out of $5,784 million submitted for vote, $307 million more than the record $1,850 million defeated in 1962.

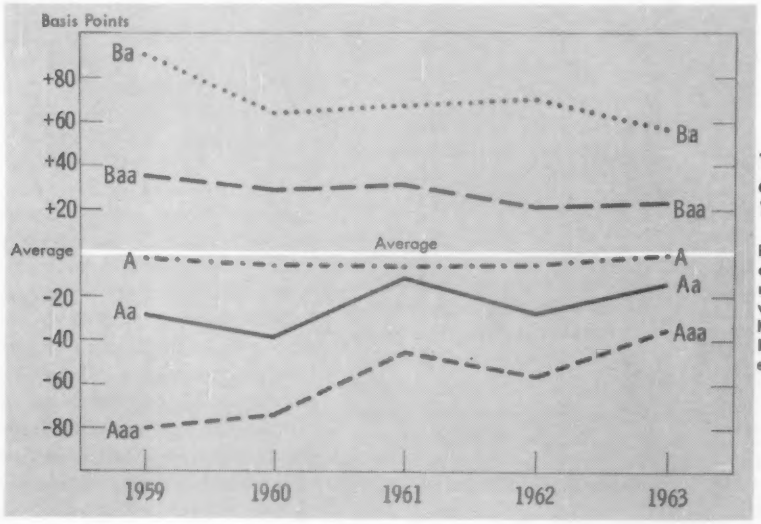
Voters approved 69 percent of the amount of school bonds submitted but only 57 percent of the other municipal bonds submitted. The defeat of three large proposals brought down the average of approvals in nearly 4,000 municipal bond elections and more than 2,000 school bond elections: A $750 million defeated proposal brought the average of all municipals down from 72 percent to 63 percent and two defeated proposals brought the average for school bonds down from 73 percent to 69 percent.

During the 7 years in which the Office of Education has reported results of school bond elections—1957 through 1963—voters have approved $10.2 billion, or 72 percent of the $14.2 billion proposed. During the same period, voters in all municipal bond elections, including schools, have approved $25.6 billion, or 73 percent of $35 billion voted upon. Since 1926, voters have approved $58 billion of municipal bonds, or 75 percent of the $77 billion voted upon. It appears, therefore, that voter resistance to bond proposals has been only slightly stronger during the past 7 years than during the 38-year period as a whole.

In 1963 for the first time in history municipal bond sales reached $10 billion, $1.5 billion over the 1962 record high. School bond sales, however, did not keep pace with other municipals but dropped $44 million behind the record high of $2,468 million in 1962. Even so, school bond sales exceeded $2.4 billion for the third consecutive year. School bond sales in 1963 made up only 24 percent of all municipals, about 6 percent below the long-time average.

The average net interest cost on all school bond sales declined for the fourth consecutive year in 1963 to 3.13 percent, 6 basis points below the 3.19 percent average in 1962. The 1963 average was the lowest since 1956, when the average was 3.08 percent.

Despite the low average for the year as a whole, the quarterly averages show that rates increased as the year wore on. From an average of 3.01 percent in the first quarter and 3.00 percent in the second, the rates rose to 3.11 in the third quarter and 3.21 in the fourth (the rate




**The range in interest rates among quality ratings during 1959–63.**

**Between the beginning and the end of this period, the average interest rate for all rated bonds dropped; and when rates drop, the range between high and low ratings usually narrows. In the period as a whole, despite brief exceptional periods, this rule prevailed.**

in November was 3.21, the highest since December 1961). The rise in the fourth quarter—10 basis points—was unusual; in the 4 preceding years, the fourth quarter had always dropped below the third—17 basis points in 1962, 12 in 1961, 5 in 1960, and 10 in 1959.

Average net interest cost of Moody-rated bonds sold on primary market for public schools, by rating only: Annual 1959–60 to 1962–63; monthly, January 1963 to January 1964

| Period | Aaa | Aa | A | Baa | Ba | All rated bonds |
|---|---|---|---|---|---|---|
| 1959–60 | 3.26 | 3.63 | 3.77 | 4.21 | 4.55 | 3.84 |
| 1960–61 | 2.82 | 3.34 | 3.43 | 3.75 | 3.97 | 3.48 |
| 1961–62 | 2.84 | 3.23 | 3.19 | 3.51 | 3.93 | 3.27 |
| 1962–63 | 2.64 | 2.86 | 2.99 | 3.29 | 3.72 | 3.03 |
| 1963 | | | | | | |
| January | 2.53 | 2.79 | 3.00 | 3.28 | 3.78 | 3.02 |
| February | 2.68 | 2.77 | 3.00 | 3.25 | 3.73 | 2.99 |
| March | 2.47 | 2.76 | 2.93 | 3.22 | 3.61 | 3.00 |
| April | 2.73 | 2.87 | 2.91 | 3.21 | 3.53 | 2.92 |
| May | ..... | 2.74 | 2.94 | 3.31 | 3.38 | 3.02 |
| June | ..... | 2.99 | 3.03 | 3.36 | 3.58 | 3.14 |
| July | ..... | 2.91 | 2.99 | 3.34 | 3.83 | 3.07 |
| August | 2.62 | 2.98 | 3.04 | 3.37 | 3.75 | 3.07 |
| September | ..... | 2.96 | 3.13 | 3.33 | 3.76 | 3.19 |
| October | 2.76 | 3.05 | 3.18 | 3.38 | 3.73 | 3.18 |
| November | 2.89 | 3.14 | 3.25 | 3.46 | ..... | 3.24 |
| December | 2.86 | 3.04 | 3.17 | 3.50 | 3.80 | 3.22 |
| 1964 | | | | | | |
| January | ..... | 3.05 | 3.21 | 3.47 | 3.81 | 3.25 |

Average net interest cost of Moody-rated bonds sold on primary market for public schools, by rating and by term of bond, for the latest quarter and month available

| Term of bond | Aaa | Aa | A | Baa | Ba | All rated bonds |
|---|---|---|---|---|---|---|
| | Latest quarter (October–December 1963) | | | | | |
| Under 15 years | 2.37 | 2.84 | 2.90 | 3.03 | ..... | 2.91 |
| 15–24 years | 2.86 | 3.04 | 3.16 | 3.35 | 3.79 | 3.12 |
| 25 years and over | ..... | 3.14 | 3.28 | 3.50 | 3.76 | 3.33 |
| All terms | 2.86 | 3.07 | 3.20 | 3.44 | 3.77 | 3.21 |
| | Latest month (January 1964) | | | | | |
| Under 15 years | ..... | 2.73 | 2.76 | 3.31 | ..... | 3.05 |
| 15–24 years | ..... | 2.97 | 3.21 | 3.46 | 3.73 | 3.22 |
| 25 years and over | ..... | 3.19 | 3.22 | 3.49 | 3.88 | 3.29 |
| All terms | ..... | 3.05 | 3.21 | 3.47 | 3.81 | 3.25 |

Source: Sales reported by The Daily Bond Buyer; ratings reported by Moody's Investors Service (rated bonds include from 75 to 80 percent of all bonds for public school purposes).

Theoretically, the range in interest rates among the quality ratings narrows when rates fall and broadens when rates rise. But sometimes rates run contrary to theory, as the chart opposite shows: the range between Aaa and Ba bonds broadened from 112 basis points in 1961 to 126 points in 1962, when the average rate for all bonds declined 42 points; and the range narrowed from 126 points in 1962 to 91 points in 1963, when the average rate on all bonds rose 21 basis points. Over the 5-year period as a whole, however, the theory was upheld: the gap between Aaa and Ba bonds narrowed 80 basis points while the average interest rate on all bonds fell 63 points.

## Colleges and universities

*By* W. ROBERT BOKELMAN, *chief, Business Administration Section, Division of Higher Education, Office of Education, and* ELMER C. DEERING.

DURING JANUARY 1964, institutions of higher education received $67.9 million from the sale of bonds, to finance their capital programs and to refund outstanding bond issues. Of this amount $60.2 million came from original issues; $7.7 million, from bonds sold to refund.

All the institutions selling to refund were public institutions, and all the bonds sold for this purpose were revenue bonds. The following list names the institutions and gives the amounts sold, the terms of the bonds, and the average net interest cost:

| *Institution* | *Amount (000)* | *Term (years)* | *Interest rate (percent)* |
|---|---|---|---|
| University of Southwestern Louisiana | $155 | 2–31 | 3.84 |
| Mississippi State College | 639 | 1–37 | [1] 3.00 |
| | 1,486 | 1–36 | [1] 2.88 |
| | 492 | 13–37 | [1] 3.50 |
| | 133 | 1–12 | 3.50 |
| University of Mississippi | 2,473 | 1–35 | [1] 2.75 |
| | 1,635 | 1–37 | [1] 3.00 |
| | 714 | 1–37 | [1] 3.13 |
| Total | 7,727 | ..... | 2.96 |

[1] Purchased by the Community Facilities Administration, Housing and Home Finance Agency.

The total sales in January are almost double the sales recorded for January a year ago, which amounted to $31.9 million exclusive of bonds sold for refunding. And they are more than double the amounts sold in the two months immediately preceding; November 1963, with only $25.9 million, was the lowest month of the year; December was only $2 million higher. December had the highest interest rate of the year—3.61 percent, or 21 basis points higher than the rate in November.

The following tabulations report on bond sales for the three latest months on which data are available at this writing. The first tabulation gives totals by various groupings; the second lists the sales individually.

Bonds sold for higher education, by months, November 1963–January 1964, by various groupings

| Type of financing, bond, and facility | Number of sales | Bonds sold: Amount (000) | Bonds sold: Percent of total | Average net interest cost percent |
|---|---|---|---|---|
| PUBLIC INSTITUTIONS | NOVEMBER 1963 | | | |
| Type of financing: | | | | |
| HHFA | 13 | $10,313 | 69.4 | 3.31 |
| Other | 14 | 4,553 | 30.6 | 3.61 |
| Type of bond: Revenue | 27 | 14,866 | 100.0 | 3.40 |
| Type of facility: | | | | |
| Academic (instructional) | 1 | 1,614 | 10.9 | 3.87 |
| Auxiliary | 26 | 13,252 | 89.1 | 3.35 |

## Bonds sold for higher education, by months, November 1963—January 1964, by various groupings—Continued

| Type of financing, bond, and facility | Number of sales | Bonds sold: Amount (000) | Bonds sold: Percent of total | Average net interest cost percent |
|---|---|---|---|---|
| **PUBLIC INSTITUTIONS—Continued** | **November 1963** | | | |
| Type of facility—Continued | | | | |
| Auxiliary—Continued | | | | |
| Dining | 2 | $700 | 4.7 | 3.17 |
| Dispensary | 1 | 436 | 2.9 | 3.50 |
| Residential | 15 | 5,714 | 38.5 | 3.32 |
| Residential-dining | 3 | 4,180 | 28.1 | 3.22 |
| Stadium | 1 | 418 | 2.8 | 3.89 |
| Student center | 1 | 716 | 4.8 | 3.87 |
| Student center-dining | 3 | 1,088 | 7.3 | 3.42 |
| Total, public institutions | 27 | 14,866 | 100.0 | 3.40 |
| **PRIVATE INSTITUTIONS** | | | | |
| Type of financing: | | | | |
| HHFA | 11 | 10,689 | 96.2 | 3.41 |
| Other | 1 | 425 | 3.8 | 2.89 |
| Type of bond: | | | | |
| Revenue | 11 | 10,689 | 96.2 | 3.41 |
| General obligation | 1 | 425 | 3.8 | 2.89 |
| Type of facility: | | | | |
| Auxiliary | 11 | 10,689 | 96.2 | 3.41 |
| Residential | 7 | 4,858 | 43.7 | 3.43 |
| Residential-dining | 3 | 5,475 | 49.3 | 3.39 |
| Student center | 1 | 356 | 3.2 | 3.50 |
| Not specified | 1 | 425 | 3.8 | 2.89 |
| Total, private institutions | 12 | 11,114 | 100.0 | 3.39 |
| **ALL INSTITUTIONS** | | | | |
| Type of financing: | | | | |
| HHFA | 24 | 21,002 | 80.8 | 3.36 |
| Other | 15 | 4,978 | 19.2 | 3.55 |
| Type of bond: | | | | |
| Revenue | 38 | 25,555 | 98.4 | 3.41 |
| General obligation | 1 | 425 | 1.6 | 2.89 |
| Type of facility: | | | | |
| Academic (instructional) | 1 | 1,614 | 6.2 | 3.87 |
| Auxiliary | 37 | 23,941 | 92.2 | 3.38 |
| Dining | 2 | 700 | 2.7 | 3.17 |
| Dispensary | 1 | 436 | 1.7 | 3.50 |
| Residential | 22 | 10,572 | 40.7 | 3.37 |
| Residential-dining | 6 | 9,655 | 37.2 | 3.32 |
| Stadium | 1 | 418 | 1.6 | 3.89 |
| Student center | 2 | 1,072 | 4.1 | 3.75 |
| Student center-dining | 3 | 1,088 | 4.2 | 3.42 |
| Not specified | 1 | 425 | 1.6 | 2.89 |
| Total, all institutions | 39 | 25,980 | 100.0 | 3.40 |
| **PUBLIC INSTITUTIONS** | **December 1963** | | | |
| Type of financing: | | | | |
| HHFA | 2 | 7,068 | 48.9 | 3.50 |
| Other | 2 | 7,377 | 51.1 | 3.72 |
| Type of bond: Revenue | 4 | 14,445 | 100.0 | 3.61 |
| Type of facility: | | | | |
| Academic (instructional) | 1 | 2,360 | 16.3 | 3.89 |
| Auxiliary | 3 | 12,085 | 83.7 | 3.56 |
| Residential | 2 | 9,023 | 62.5 | 3.58 |
| Student center | 1 | 3,062 | 21.2 | 3.50 |
| Total, public institutions | 4 | 14,445 | 100.0 | 3.61 |
| **PRIVATE INSTITUTIONS** | | | | |
| Type of financing: HHFA | 20 | 13,349 | 100.0 | 3.41 |
| Type of bond: Revenue | 20 | 13,349 | 100.0 | 3.41 |
| Type of facility: Auxiliary | 20 | $13,349 | 100.0 | 3.41 |
| Residential | 6 | 2,867 | 21.5 | 3.42 |
| Residential-dining | 4 | 4,450 | 33.3 | 3.49 |
| Residential-dispensary | 1 | 495 | 3.7 | 3.38 |
| Student center | 2 | 477 | 3.6 | 3.30 |
| Student center-residential | 7 | 5,060 | 37.9 | 3.35 |
| Total, private institutions | 20 | 13,349 | 100.0 | 3.41 |
| **ALL INSTITUTIONS** | | | | |
| Type of financing: | | | | |
| HHFA | 22 | 20,417 | 73.5 | 3.44 |
| Other | 2 | 7,377 | 26.5 | 3.72 |
| Type of bond: Revenue | 24 | 27,794 | 100.0 | 3.52 |
| Type of facility: | | | | |
| Academic (instructional) | 1 | 2,360 | 8.5 | 3.89 |
| Auxiliary | 23 | 25,434 | 91.5 | 3.48 |
| Residential | 8 | 11,890 | 42.8 | 3.54 |
| Residential-dining | 4 | 4,450 | 16.0 | 3.49 |
| Residential-dispensary | 1 | 495 | 1.8 | 3.38 |
| Student center | 3 | 3,539 | 12.7 | 3.47 |
| Student center-residential | 7 | 5,060 | 18.2 | 3.35 |
| Total, all institutions | 24 | 27,794 | 100.0 | 3.52 |
| **PUBLIC INSTITUTIONS** | **January 1964** | | | |
| Type of financing: | | | | |
| HHFA | 12 | 21,027 | 44.5 | 3.43 |
| Other | 19 | 26,199 | 55.5 | 3.56 |
| Type of bond: | | | | |
| Revenue | 28 | 43,226 | 91.5 | 3.53 |
| General obligation | 3 | 4,000 | 8.5 | 3.19 |
| Type of facility: | | | | |
| Academic (instructional) | 2 | 3,350 | 7.1 | 3.58 |
| Auxiliary | 28 | 43,276 | 91.6 | 3.50 |
| Gymnasium-fieldhouse | 1 | 1,200 | 2.5 | 3.20 |
| Residential | 21 | 22,731 | 48.1 | 3.45 |
| Residential-dining | 2 | 8,700 | 18.4 | 3.37 |
| Residential-stadium | 1 | 8,500 | 18.0 | 3.84 |
| Residential-student center | 3 | 2,145 | 4.6 | 3.47 |
| Campus improvements: Land | 1 | 600 | 1.3 | 3.20 |
| Total, public institutions | 31 | 47,226 | 100.0 | 3.50 |
| **PRIVATE INSTITUTIONS** | | | | |
| Type of financing: HHFA | 6 | 12,940 | 100.0 | 3.42 |
| Type of bond: Revenue | 6 | 12,940 | 100.0 | 3.42 |
| Type of facility: Auxiliary | 6 | 12,940 | 100.0 | 3.42 |
| Residential | 4 | 9,465 | 73.2 | 3.43 |
| Residential-dining | 1 | 3,150 | 24.3 | 3.38 |
| Student center | 1 | 325 | 2.5 | 3.50 |
| Total, private institutions | 6 | 12,940 | 100.0 | 3.42 |
| **ALL INSTITUTIONS** | | | | |
| Type of financing: | | | | |
| HHFA | 18 | 33,967 | 56.5 | 3.43 |
| Other | 19 | 26,199 | 43.5 | 3.56 |
| Type of bond: | | | | |
| Revenue | 34 | 56,166 | 93.4 | 3.50 |
| General obligation | 3 | 4,000 | 6.6 | 3.19 |
| Type of facility: | | | | |
| Academic (instructional) | 2 | 3,350 | 5.6 | 3.58 |
| Auxiliary | 34 | 56,216 | 94.4 | 3.48 |
| Gymnasium-fieldhouse | 1 | 1,200 | 2.0 | 3.20 |
| Residential | 25 | 32,196 | 53.5 | 3.44 |
| Residential-dining | 3 | 11,850 | 19.7 | 3.37 |
| Residential-stadium | 1 | 8,500 | 14.1 | 3.84 |

| Type of financing, bond, and facility | Number of sales | Bonds sold | | Average net interest cost percent |
|---|---|---|---|---|
| | | Amount (000) | Percent of total | |
| | JANUARY 1964 | | | |
| Residential-student center | 3 | $2,145 | 3.6 | 3.47 |
| Student center | 1 | 325 | 0.5 | 3.50 |
| Campus improvements: Land | 1 | 600 | 1.0 | 3.20 |
| Total, all institutions | 37 | 60,166 | 100.0 | 3.48 |

## Bond sales for publicly controlled and privately controlled institutions of higher education, November 1963 to January 1964

| Institution | Amount sold (000) | Term (years) | Average net interest cost (percent) | Use of funds[1] |
|---|---|---|---|---|
| | NOVEMBER 1963 | | | |
| PUBLIC | $14,866 | ..... | 3.40 | |
| Univ. of Alabama | 73 | 3–10 | 3.34 | Res. |
| | 552 | 11–40 | [2] 3.50 | Res. |
| | 138 | 2–9 | 3.29 | Res.-din. |
| | 1,042 | 10–39 | [2] 3.50 | Res.-din. |
| | 3,000 | 2–39 | [2] 3.13 | Res.-din. |
| Arkansas Southern State Coll. | 37 | 2–4 | 3.50 | Res. |
| | 1,060 | 5–39 | [2] 3.38 | Res. |
| | 212 | 2–39 | [2] 3.50 | Res. |
| | 588 | 2–39 | [2] 3.50 | Ctr.din. |
| Colorado State Univ. | 436 | 15–33 | [2] 3.50 | Disp. |
| Eastern Illinois Univ. | 716 | 1–39 | 3.87 | Ctr. |
| | 1,614 | 1–39 | 3.87 | Instr. |
| | 200 | 1–39 | 3.87 | Din. |
| Kansas State Teachers Coll. | 40 | 2–9 | 2.93 | Res. |
| | 64 | 10–19 | 3.34 | Res. |
| | 171 | 20–36 | [2] 3.50 | Res. |
| | 50 | 37–39 | [2] 3.38 | Res. |
| Kentucky State Coll. | 98 | 2–9 | 3.12 | Res. |
| | 702 | 10–39 | [2] 3.38 | Res. |
| Northeastern State Coll. | 418 | 2–27 | 3.89 | Stad. |
| Weber State Coll. | 765 | 1–33 | [2] 3.00 | Res. |
| | 190 | 3–10 | 3.38 | Res. |
| | 1,410 | 11–40 | [2] 3.38 | Res. |
| Radford Coll. | 500 | 2–11 | 2.89 | Din. |
| | 290 | 2–16 | 3.10 | Res. |
| West Virginia Institute of Technology | 175 | 2–15 | 3.22 | Ctr.-din. |
| | 325 | 16–29 | [2] 3.38 | Ctr.-din. |
| PRIVATE | 11,114 | ..... | 3.39 | |
| Talladega Coll. | 400 | 2–39 | [2] 3.38 | Res. |
| Regis Coll. (Colo.) | 1,154 | 2–39 | [2] 3.38 | Res. |
| Univ. of Tampa | 509 | 1–38 | [2] 3.50 | Res. |
| | 356 | 2–29 | [2] 3.50 | Ctr. |
| Washington Coll.[3] | 425 | 3–15 | 2.89 | [4] |
| Gustavus Adolphus Coll. | 700 | 2–39 | [2] 3.50 | Res.-din. |
| Macalester Coll. | 2,850 | 2–39 | [2] 3.38 | Res.-din. |
| St. Michael's Coll. (N. Mex.) | 400 | 3–40 | [2] 3.50 | Res. |
| Houghton Coll. | 641 | 2–39 | [2] 3.38 | Res. |
| Nazareth Coll. (N.Y.) | 1,925 | 2–49 | [2] 3.38 | Res.-din. |
| Polytechnic Institute of Brooklyn | 410 | 2–49 | [2] 3.38 | Res. |
| St. Vincent Coll. | 1,344 | 3–50 | [2] 3.50 | Res. |
| | DECEMBER 1963 | | | |
| PUBLIC | 14,445 | ..... | 3.61 | |
| Florida State Univ. | 4,006 | 3–40 | [2] 3.50 | Res. |
| Iowa State Univ. | 5,017 | 3–40 | 3.65 | Res. |
| Murray State Coll. | 2,360 | 2–31 | 3.89 | Instr. |
| Eastern Washington State Coll. | 3,062 | 1–38 | [2] 3.50 | Ctr. |
| PRIVATE | $13,349 | ..... | 3.41 | |
| St. Bernard Coll. | 900 | 1–38 | [2] 3.50 | Res.-din. |
| Univ. of Redlands | 450 | 2–39 | [2] 3.38 | Res. |
| Stetson Univ. | 342 | 3–39 | [2] 3.38 | Res. |
| Carthage Coll. | 410 | 3–40 | [2] 3.50 | Ctr.-res. |
| Marymount Coll. (Kans.) | 75 | 2–49 | [2] 3.38 | Res. |
| Tabor Coll. | 72 | 1–38 | [2] 2.88 | Ctr. |
| Goucher Coll. | 495 | 2–39 | [2] 3.38 | Res.-disp. |
| Regis Coll. (Mass.) | 900 | 2–39 | [2] 3.38 | Res. |
| St. Olaf Coll. | 2,975 | 3–40 | [2] 3.50 | Ctr.-res. |
| Case Inst. of Technology | 2,350 | 2–39 | [2] 3.50 | Res.-din. |
| Fairleigh Dickinson Univ. | 475 | 2–39 | [2] 3.38 | Res.-din. |
| Hiram Coll. | 725 | 3–40 | [2] 3.50 | Res.-din. |
| Catholic Univ. of Puerto Rico | 250 | 1–17 | [2] 3.50 | Ctr.-res. |
| | 500 | 18–37 | [2] 2.88 | Ctr.-res. |
| Inter-American Univ. of Puerto Rico | 125 | 1–9 | [2] 3.13 | Ctr.-res. |
| | 625 | 10–34 | [2] 3.00 | Ctr.-res. |
| | 175 | 35–38 | [2] 2.88 | Ctr.-res. |
| William Jennings Bryan Coll. | 600 | 3–40 | [2] 3.50 | Res. |
| Norwich Univ. | 500 | 3–40 | [2] 3.50 | Res. |
| Northland Coll. | 405 | 2–49 | [2] 3.38 | Ctr. |
| | JANUARY 1964 | | | |
| PUBLIC | 47,226 | ..... | 3.50 | |
| Adams State College | 175 | 1–8 | 3.41 | Res. |
| | 1,325 | 9–38 | [2] 3.50 | Res. |
| Colorado State College | 678 | 2–11 | 3.25 | Res. |
| | 897 | 12–19 | 3.49 | Res. |
| | 1,228 | 20–39 | [2] 3.50 | Res. |
| | 2,137 | 20–39 | [2] 3.38 | Res. |
| Northern Illinois University | 8,500 | 1–39 | 3.84 | Res.-stad. |
| Eastern Kentucky State College | 338 | 2–9 | 3.20 | Res. |
| | 2,512 | 10–39 | [2] 3.50 | Res. |
| Morehead State College | 1,950 | 1–30 | 3.86 | Instr. |
| University of Southwestern Louisiana | 1,450 | 2–31 | 3.84 | Res. |
| University of Maine | 2,000 | 3–40 | 3.18 | Res. |
| Mississippi Vocational College | 600 | 2–39 | [2] 3.38 | Res.-ctr. |
| University of Mississippi | 598 | 2–13 | 3.50 | Res. |
| | 2,032 | 14–38 | [2] 3.50 | Res. |
| University of Southern Mississippi | 357 | 2–13 | 3.50 | Res. |
| | 1,338 | 14–38 | [2] 3.50 | Res. |
| City University of New York | 600 | 1–30 | 3.20 | Land. |
| | 1,400 | 1–30 | 3.20 | Instr. |
| Langston University | 191 | 2–11 | 4.40 | Res.-ctr. |
| | 1,354 | 2–39 | [2] 3.38 | Res.-ctr. |
| Oklahoma State University | 625 | 2–14 | 3.44 | Res. |
| Middle Tennessee State College | 139 | 2–14 | 3.35 | Res. |
| | 261 | 15–29 | [2] 3.50 | Res. |
| University of Virginia | 1,200 | 1–19 | 3.20 | Gym.-F.H. |
| University of Washington | 476 | 2–18 | 3.49 | Res. |
| | 1,024 | 19–38 | [2] 3.50 | Res. |
| | 675 | 2–13 | 3.36 | Res. |
| | 2,466 | 14–38 | [2] 3.38 | Res. |
| Wisconsin State College Bldg. Corp. | 3,950 | 1–23 | 3.37 | Res.-din. |
| | 4,750 | 24–38 | [2] 3.38 | Res.-din. |
| PRIVATE | 12,940 | ..... | 3.42 | |
| Univ. of Southern California | 3,950 | 1–38 | [2] 3.38 | Res. |
| | 4,065 | 1–38 | [2] 3.50 | Res. |
| Earlham College | 450 | 1–38 | [2] 3.38 | Res. |
| Wartburg College | 325 | 1–38 | [2] 3.50 | Ctr. |
| Syracuse University | 3,150 | 1–38 | [2] 3.38 | Res.-din. |
| George Peabody College for Teachers | 1,000 | 2–39 | [2] 3.38 | Res. |

[1] Abbreviations in this table indicate the following uses: Ctr., student center; Din., dining; Disp., dispensary; Gym-FH, gymnasium-fieldhouse; Instr., instructional; Res., residential; Stad., stadium.
[2] Purchased by the Community Facilities Administration, Housing and Home Finance Agency.
[3] Publicly financed by the State of Maryland.
[4] Use of funds not specified.

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*A Handbook for Guiding Students in Modern Foreign Languages*, by Ilo Remer, 1963, 105 pp., 45 cents (OE–27018).

*Higher Education in the U.S.S.R.: Curriculums, Schools, and Statistics*, by Seymour M. Rosen, 1963, 195 pp., $1 (OE–14088).

*Home Economics in Institutions Granting Bachelor's or Higher Degrees, 1961–62: Enrollments, Degrees Granted, Offerings, Faculty*, by Virginia F. Thomas and Berenice Mallory, 1963, 81 pp., 55 cents (OE–83008–62).

*Improving English Skills of Culturally Different Youth in Large Cities: Excerpts of Speeches Given at a Conference, May 31–June 2, 1962*, edited by Arno Jewett, Joseph Mersand, and Doris V. Gunderson, 1964, 216 pp., 75 cents (OE–30012).

*Library Education Directory, 1962–63*, by Sarah R. Reed and Nathan M. Cohen, 1963, 31 pp., 30 cents (OE–15046).

*Library Statistics of Colleges and Universities, 1962–63: Institutional Data*, by Theodore Samore and Doris C. Holladay, 1964, 120 pp., 75 cents (OE–15023–63).

*National Defense Language Development Program: Completed Research, Studies, and Instructional Materials, List No. 3*, 1963, 52 pp., 35 cents (OE–12016–63).

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*Space and Facilities for Art Instruction*, by James L. Taylor, Mayo Bryce, and Rose E. Koury, 1963, 66 pp., 65 cents (OE–21025).

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*Summer Sessions in Colleges and Universities of the United States, 1960*, by Donald F. Warner, Bernice R. Retzlaff, and Harold A. Haswell, 1963, 101 pp., 65 cents (OE–56012).

*Talent, A State's Resource, A State's Responsibility: Report of a Conference of State Department of Education Directors of Programs for the Gifted*, edited by J Ned Bryan, 1963, 96 pp., 35 cents (OE–20048).

*Why the Industrial Arts*, by Marshall L. Schmitt, 1963, 8 pp., 10 cents (OE–33031).

### Free

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*Cooperative Research Program Newsletter: Number 10*, November 1963, 22 pp. (OE–12001–10).

*Educational Materials Laboratory Report: Education—Literature of the Profession*, by Lois B. Watt and Thelma M. Knuths, Sept. 20, 1963, 15 pp. (OE–14031–26).

*The Educational Media Program*, January 1964, 6 pp. (OE–34023–A).

*National Defense Counseling and Guidance Training Institutes: Summer 1964, Academic Year 1964–65*, 1963, 15 pp. (OE 25015–6).

*National Defense Graduate Fellowships: Graduate Programs, 1964–65*, 1964, 27 pp. (OE–55017–65).

*National Defense Language Institutes: Summer 1964, Academic Year 1964–65*, 1964, 15 pp. (OE–27011–65).

*New Construction and Rehabilitation on College Campuses, 1961–62*, by W. Robert Bokelman and Leslie F. Robbins, November 1963, 9 pp. (OE–51004–18).

*Placement Examinations in Mathematics*, by Clarence B. Lindquist, November 1963, 3 pp. (OE–56015–3).

*Publications Pertaining to or Applicable to Education in Rural and Small Communities*, revised December 1963, 20 pp. (OE–36004).

*Special Education Personnel in State Education Departments*, by Romaine P. Mackie and Lynell Todd, Sept. 1963, 13 pp. (OE–35051).

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*Job Guide for Young Workers: 1963–64 Edition*, Department of Labor, 1963, 78 pp., 45 cents, L7.25/2:963–64.

Describes the kinds of jobs found in the various fields of work and industry; duties and characteristics of jobs, qualifications for, prospects and opportunities, and sources of employment for more than 100 jobs frequently obtained by young workers.

*A Job with the Forest Service: A Guide to Nonprofessional Employment*, Department of Agriculture, rev. 1963, 13 pp., 10 cents, A 1.38:84 3/3.

Describes the work of the Forest Service, the kinds of jobs it offers, and outlines procedures for finding nonprofessional employment.

*School . . . or What Else*, Department of Labor, 1962, 11 pp., 10 cents.

Leaflet describing the importance of a high school education in getting a better job, more pay, and greater security.

### Health

*Food for the Family with Young Children*, Department of Agriculture, 1962, 16 pp., 10 cents, A 1.77:5/7.

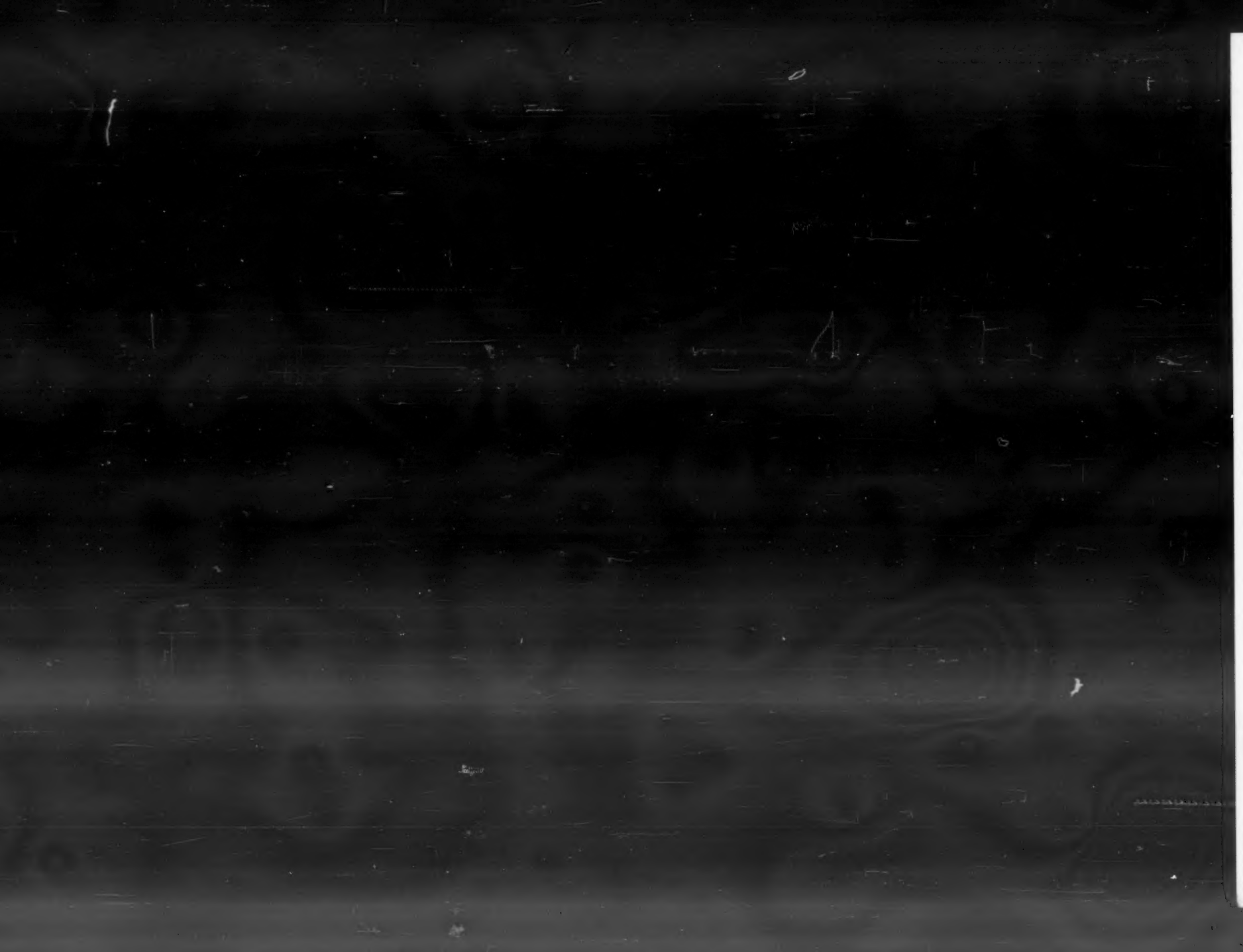
A pamphlet presenting information on food to fit the needs of each member of the family; describes a family food plan, food supply, and menus for a week; gives suggestions for reducing food bills.

*Smoking and Health: Report of the Advisory Committee to the Surgeon General of the Public Health Service*, Department of Health, Education, and Welfare, 1964, 387 pp., $1.25, FS 2.2:Sm 7/2.

Report of the Advisory Committee on the effect of tobacco on the human body. Provides the most comprehensive compilation and analysis ever taken on the relation between smoking and health.

*So You're Going Abroad: Health Hints for Travelers*, Department of Health, Education, and Welfare, rev. 1963, 2 pp., 5 cents.

Leaflet giving general health hints for travelers.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